



National Agenda



Early Years



Special Educational Needs



Innovation

Inspection Report 2015-2016

The Indian Academy

Curriculum: CBSE

Overall rating: Acceptable

[Read more about the school](#)



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



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

<p>General information</p> 	<p>Location</p> <p>Type of school</p> <p>Opening year of school</p> <p>Website</p> <p>Telephone</p> <p>Address</p> <p>Principal</p> <p>Language of instruction</p> <p>Inspection dates</p>	<p>Muhaisnah 4</p> <p>Private</p> <p>2012</p> <p>www.indianacademydubai.com</p> <p>04-2646746</p> <p>Muhaisinah-4</p> <p>Syed Ali Haider Rizvi</p> <p>English</p> <p>26 October to 28 October</p>
<p>Students</p> 	<p>Gender of students</p> <p>Age range</p> <p>Grades or year groups</p> <p>Number of students on roll</p> <p>Number of children in pre-kindergarten</p> <p>Number of Emirati students</p> <p>Number of students with SEND</p> <p>Largest nationality group of students</p>	<p>Boys and girls</p> <p>4 - 14</p> <p>Kindergarten 1 to Grade 8</p> <p>620</p> <p>0</p> <p>0</p> <p>43</p> <p>Indian</p>
<p>Teachers / Support staff</p> 	<p>Number of teachers</p> <p>Largest nationality group of teachers</p> <p>Number of teaching assistants</p> <p>Teacher-student ratio</p> <p>Number of guidance counsellors</p> <p>Teacher turnover</p>	<p>46</p> <p>Indian</p> <p>15</p> <p>1:13.5</p> <p>2</p> <p>48%</p>
<p>Curriculum</p> 	<p>Educational permit / Licence</p> <p>Main curriculum</p> <p>External tests and examinations</p> <p>Accreditation</p> <p>National Agenda benchmark tests</p>	<p>KHDA</p> <p>CBSE</p> <p>CBSE</p> <p>CBSE</p> <p>IBT</p>

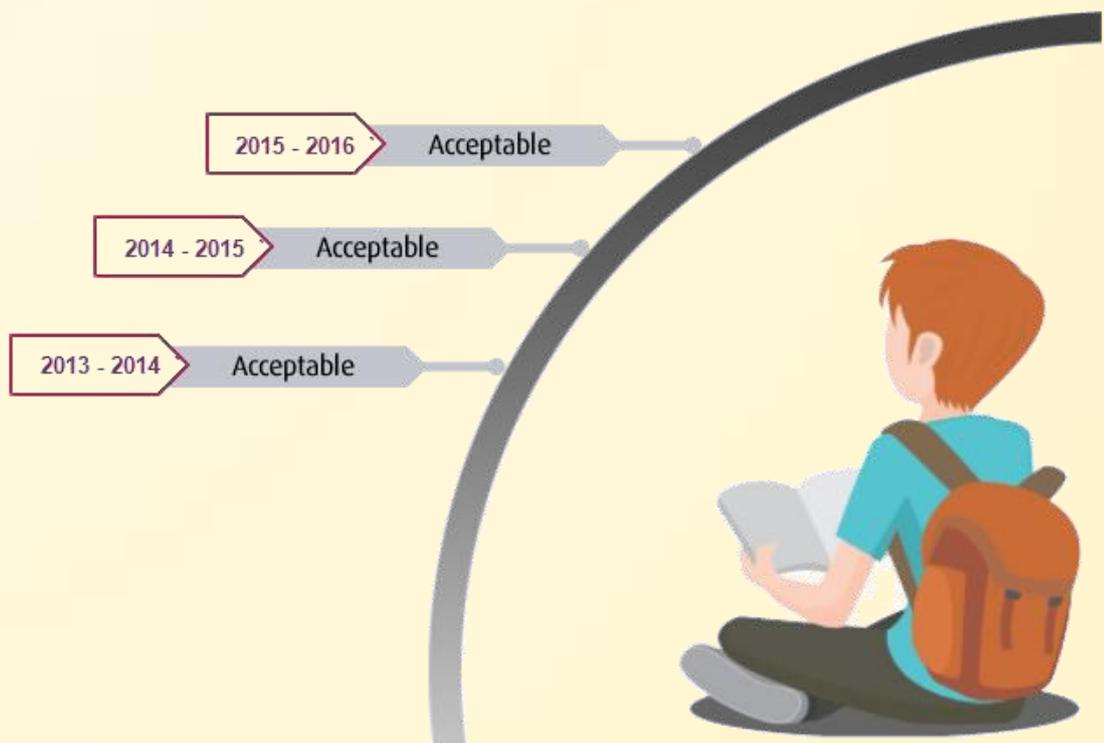


Summary for parents and the community

The Indian Academy was inspected by DSIB from 26 October to 28 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

- The Indian Academy provided an **acceptable** quality of education for its students.
- Attainment and progress were acceptable in Islamic education, Arabic as an additional language, English and in mathematics in the middle phase. Attainment and progress were good in science across the school and in mathematics in the kindergarten (KG) and primary phase.
- Learning skills were good in the KG and acceptable in the other two phases.
- All aspects of personal and social development and health and safety were good.
- The quality of teaching was variable but was mainly good in the KG and acceptable in the primary and middle phases. Assessment was acceptable.
- The curriculum quality was good. Curriculum design to meet the individual needs of all students was acceptable.
- The school protected and supported students well although the support for students with special educational needs and disabilities (SEND) was acceptable.
- All aspects of leadership and management were good with the exception of self-evaluation which was acceptable.



What did the school do well?

- Children in the KG made good progress in all subjects and in their learning skills.
- Students achieved well in science and in mathematics in the primary phase.
- The school provided effective support for all students in the early stages of learning English.
- Students' understanding of Islamic values, their positive attitudes to learning, their courtesy, behaviour and attendance and their relationships were good.
- The school created a safe, secure environment and paid careful attention to students' wellbeing.
- The principal, together with other school leaders and governors, had high aspirations for the students and a clear vision for improvement.
- The school worked closely with parents and the community in the best interests of the students.



What does the school need to do next?

- Accelerate progress and raise attainment in Islamic education, Arabic as an additional language and English.
- Ensure greater consistency in the quality of teaching by:
 - using assessment data effectively when planning lessons in order to meet the needs of students of all abilities
 - developing the use of questioning to assess understanding and to promote higher order and critical thinking skills
 - ensuring all staff, including teachers and teaching assistants, are trained to become more effective in supporting students of all abilities
 - refining the procedures for identifying students with SEND, including those who are gifted and talented.
- Enhance the curriculum by providing more opportunities for students to:
 - solve open-ended problems related to the real world
 - plan and carry out their own investigations in science
 - practise writing for a range of purposes.



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

- The school's provision for students with SEND was acceptable. The special education team was well qualified. The policy for SEND showed a commitment to the development of an inclusive school. Appropriate systems were in place to advise and support teachers to become more effective in supporting students with additional needs.
- A range of appropriate procedures and assessments were in place to identify students with SEND. Further training had been planned for teachers in the identification of SEND, including students who were gifted and talented.
- The parents of students with SEND were involved in working with the school to support their children although they were not usually consulted about setting targets for improvement. They were very happy with the provisions provided and accepted professional advice from the SEND coordinator (SENCO).
- Detailed and appropriate individual education programmes (IEPs) were designed for students who had been formally assessed as having SEND. These were reviewed on a monthly basis. Modifications also took place in the schemes of work for these students and in their assessment tests. Teachers' ability to implement these modifications and to provide effective support was variable.
- The progress made by students with SEND was acceptable in all subjects.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting the National Agenda Targets.
- The school had taken a positive stance on outlining to staff, students, governors and parents, the importance of international benchmarking and the importance of the UAE initiative. There were regular updates to inform parents in the course of other meetings, on school noticeboards and during celebrations of the school's successes.
- The school had made some adjustments to the curriculum to meet the requirements of IBT exams in the core subjects of English, mathematics and science. Students in relevant grades were preparing for TIMMS and PISA exams with additional tuition in learning skills and test question analysis. No targets had been set and only one student took the PISA examinations.
- Teaching staff had been supported in refining their skills through a number of workshops and training sessions. Within classes there was some variation in the range of strategies employed with the most positive examples apparent in science and mathematics. In English, students occasionally carried out research. For example, they completed an extended writing task about the consequences of exploiting the tropical rain forests. Generally, opportunities to promote students' critical thinking and inquiry were limited.
- The school had not made specific improvements to resources in the current year. A major building programme to extend the school was underway and when complete more iPads for classroom use and improved laboratory facilities were planned to be provided.

Overall school performance

Acceptable

1. Students' achievement

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

	KG	Primary	Middle
Learning skills	Good ↑	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	Good	Good ↑	Good ↑
Social responsibility and innovation skills	Good	Good ↑	Good ↑

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

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

- Children entered the KG with limited language and communication skills in English. They made good progress from their starting points, because of the many opportunities they had to develop speaking and listening in all aspects of classroom life. They listened attentively to stories and to each other, and could follow teachers' instructions in class. In KG 2, children were able to respond in sentences and some could speak confidently in class and publicly. They knew their letters and sounds and could blend and read simple words. This set a good foundation for the further development of reading and writing. By the time they left the KG most students had attained an expected level for young second language learners.
- Standards reached were good due to the good progress being made. Almost all children developed good counting skills and even the youngest children could match a group of objects to a number. They made good progress because of the many formal and informal opportunities to apply their knowledge of number. KG 2 children worked with numbers to at least 20 and performed operations in addition through practical activities. They sorted living things into sets according to their habitats and recognised simple patterns and two-dimensional shapes.
- The majority of children used the stimulating environment of the KG to develop a good understanding of the world at levels appropriate for their ages. Younger children identified products derived from common farm animals. Children in KG 2 could name a range of wild animals and sort them according to different criteria. All groups of children were given opportunities through many and varied activities to explore their surroundings. Although they had some degree of independence in this respect, they were at an early stage of developing their critical thinking and skills of investigation.

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	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good ↑	Good ↑

- In Islamic education, the majority of students demonstrated a secure understanding of Islamic concepts and principles, such as the six pillars of faith, some of the names of Allah, the life of the Prophet Mohammed (PBUH) and his Hadeeths, and some of the Islamic morals and values, such as forgiveness and kindness. Attainment was broadly in line with national and curriculum standards. Students were developing their skills in recitation but their understanding of what they were reading was underdeveloped.
- In Arabic as an additional language, the majority of students demonstrated relatively stronger listening and responding skills as compared to their speaking skills, which were underdeveloped. In the absence of national and international benchmarks, attainment and progress was broadly acceptable. Though progress was evident, the majority of students had difficulty in communicating their learning clearly. Reading and writing skills for the majority of students were not developed to a good standard and their use of grammar was weak.
- Students joined the school at different stages and with minimal or no communication skills in English. National and international benchmarks were not used sufficiently to promote better attainment and progress, which were barely in line with these expectations. By the time they left the primary phase most students were able to listen carefully and express themselves clearly. Progress was better for those new to speaking English because they received well-targeted support from their teachers to help develop their language skills and understanding.
- In mathematics, the majority of students made good progress. As in English, national and international benchmarks were not used sufficiently to promote better attainment and progress, but in mathematics these were good. Students could manipulate numbers up to 100 and carry out the four computational functions of addition, subtraction, multiplication and division particularly in the older grades. They recognised and could describe the characteristics of 2D and 3D shapes. They could assess and measure heights and distances accurately. The progress of a few more-able students was too variable given their abilities.
- The majority of students made good progress in science and attained a good standard. They were familiar with scientific language and talked about the differences in diet for herbivores and carnivores. They discussed the keeping of domestic farm animals for food production and learned about healthy and non-healthy foods. The majority of students knew that joint bones could hinge, pivot and roll, and named joints in the human body which had these functions.

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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Good ↑	Good ↑

- In Islamic education, most students made acceptable progress in demonstrating their knowledge and understanding when judged against national standards. They applied Islamic concepts and principles, such as the 99 names of Allah and the miracles of the prophets Musa (PBUH) and Mohammed (PBUH). They showed appropriate appreciation for Allah’s gifts and forgiveness. Their skills in reciting and understanding the verses from the Holy Qur’an and their understanding of the concept of revelation were underdeveloped.
- In Arabic as an additional language, in the absence of national and international benchmarks, most students were judged to be able to answer simple, familiar questions using a limited range of vocabulary. Responses to questions were usually one word or a short familiar phrase. Few were able to take part in extended conversations. In writing, most students were able to copy all letters of the Arabic alphabet in their isolated form and join them together. Their ability to read and write words and sentences was insecure. Writing contained grammatical and spelling error which collectively limited their attainment and progress to be less than good.
- As in primary phase, national and international benchmarks were not used sufficiently to promote better attainment and progress in English, which were barely in line with these expectations. The oldest students could explain their ideas and emotions clearly in English and engaged in lively discussions with their classmates. When they studied topics which interested and inspired them, their writing skills improved. Progress was better for students new to the school as a result of effective and targeted support. Tasks for more able students were not always sufficiently challenging.
- In mathematics the situation was similar to that in English in that national and international benchmarks were not used sufficiently to promote better attainment and progress, which were just in line with these expectations. Most students could calculate well mentally and had a good grasp of multiplication facts. In geometry, they measured angles accurately and calculated interior and exterior angles of triangles. Progress was variable because tasks did not stretch the most able learners. There were insufficient opportunities to solve open-ended problems related to the real world.
- Standards attained by the majority were above curriculum standards in science. Good progress had resulted in better levels of attainment than previously. These levels were now good. Students discussed their hypotheses and tested them during experimentation. Those in Grade 8 successfully focused a microscope to look at slides of epithelium cells and compared these with their findings from the internet. Students engaged in discussions with each other and drew very good diagrams of what they could see down the microscope. Most students had a good knowledge and understanding of cell structures.

	KG	Primary	Middle
Learning skills	Good ↑	Acceptable	Acceptable

- Across the school students demonstrated positive attitudes in class and occasionally took responsibility for, and were active in their learning. In the best lessons where teaching was most effective, they enjoyed their work and knew what they had to do to improve. This was especially so in KG and in Science and some mathematical lessons. In a few lessons which were too teacher led, students were passive and became distracted and restless.
- Students demonstrated that they enjoyed working and sharing ideas with their classmates during group activities. They were not always given the chance to do so. Progress was very much dependent on students' English language skills and their ability to understand which, for a significant number of students was limited.
- Making connections between classroom learning and relating this knowledge to the world outside is an important aspect of education. While most students did apply the knowledge and skills learned in a range of lessons to new contexts, some needed high levels of support to apply their learning to the world outside of the classroom.
- Students were able to find things out for themselves and they used their own electronic devices to research information to support their learning. They had regular use of equipment in the laboratory, to test out hypotheses. In a few lessons, when teachers asked challenging questions, they developed their higher order thinking skills by explaining the reasons for their answers, and sometimes gave similar examples from their own lives. They were capable of solving open-ended problems but were rarely given the opportunity to do so.

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

	KG	Primary	Middle
Personal development	Good	Good ↑	Good

- Most students enjoyed coming to school and were beginning to develop independence. They accepted responsibilities willingly and on occasion showed initiative. In their work, they responded appropriately to feedback when it was given.
- Almost all students were well-behaved, courteous and helpful, both in lessons and when moving around the school. Bullying was very rare and where it did occur it was usually of a minor nature and was dealt with effectively.
- In almost all cases students respected their teachers and each other, and were quick to help when necessary. This contributed to a harmonious climate for learning and socialising.
- Students were aware that good health required a balanced diet and plenty of exercise and sleep. A few did not routinely make healthy choices about their lifestyles.
- Attendance and punctuality were very good. Students took pride in this and had developed diligent habits in both of these respects.

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

- Students had a clear appreciation and understanding of how Islamic values influenced UAE society. Students in the primary phase visited the Blue Mosque in Dubai and those in the middle school visited Al Noor Mosque in Sharjah. All the students participated in the 'Hadeeth of the Week' where they developed their understanding of the richness of Islamic values and principles according to the teachings of the Prophet Mohammed (PBUH). Most students were able to respond to as 'Assalam alaikum' and used this greeting appropriately in their lives.
- Students were knowledgeable and appreciative of the heritage and culture that underpin and influence life in the UAE. They described Dubai as 'beautiful' and an 'inspirational place'. They were fully aware that Dubai had developed well over the years to become a prosperous country with hard-working and determined people. They participated in a range of cultural activities including Ramadan, Eid and the UAE National Day.
- Students demonstrated an understanding, awareness and appreciation of their own Indian culture and other world cultures. They had friends from different countries. They played sports together and took part in Christmas and Easter celebrations and other events. They helped visiting students from India to explore Dubai.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good ↑	Good ↑

- Students understood well their responsibilities as members of the school community. The Student Council took its responsibilities seriously and communicated students' suggestions to school leaders. Students participated in various competitions with other schools, such as singing, publishing a newspaper and recitation of the Holy Qur'an. They were involved in activities to raise awareness of breast cancer and to help others in need such as the people in Nepal, Pakistan and Afghanistan following the earthquakes.
- Students showed a positive work ethic and expressed their determination to succeed by working hard and being kind to others. Most students participated in various sporting activities both inside and outside of school.
- Students had a good understanding and awareness of the necessity to reduce pollution by extending the green places where they lived. They understood the concept of 'greening the desert'. They cultivated the school plant farm and a few took part in the campaign for the environment organized across Dubai. They were involved in the school's recycling project. They participated in activities that aimed at saving electricity and water in their school and at home.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good ↑	Acceptable	Acceptable

- Most teachers had a secure knowledge of their subjects but their understanding of how children learn was varied. The best teachers inspired and motivated their students. In science, for example, teachers made learning exciting and in the KG, children loved learning because their teachers usually planned enjoyable practical experiences.
- Teachers' lesson plans generally followed a similar format and had a clear purpose which was displayed and discussed with the students at the start of the lesson. They created orderly and stimulating learning environments and used displays to provide information and to celebrate students' work. They made effective use of the available time and of resources such as data shows and animations. Generally, resources were not always appropriate or sufficient in quantity to enhance learning.
- In almost all lessons, teachers established a good rapport with their students and engaged them in purposeful discussions. Questions were generally used to check students' knowledge. In the best lessons, teachers asked open questions designed to promote students' higher order thinking. In too many lessons, teachers missed opportunities to ask students to explain or justify their answers, deepen their understanding and learn from their mistakes.
- Teachers did not always take sufficient account of the different needs, interests and abilities of all of their students. The majority of lessons in the primary and middle phases entailed students completing a similar worksheet or written exercise. Opportunities for hands-on activities and for students to explore new ideas and concepts for themselves were limited.
- In most lessons, teachers directed and dictated the pace of learning at the expense of enabling students to be independent learners, carry out research and solve open-ended problems. A recent initiative saw some students bringing their own devices to support learning. Students were rarely given the opportunity to reflect on their learning and ask their own questions.
- Teaching in Arabic as an additional language did not have the impact on improving students' attainment and progress to the extent that teaching generally had in other subjects.

	KG	Primary	Middle
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Systems were in place to assess students' attainment in accordance with the Indian curriculum standards and gave some measure of progress over time. In the KG a new system had been introduced based on formative assessments linked to aspirational benchmarks. This was beginning to have an impact on meeting the needs of all students.
- External assessments were used to validate the school's internal assessments in the primary and middle phases. They indicated that students' attainment in these phases was above international standards. This was not always evident in lessons and in students' work. There were no systems for comparing children's attainment in the KG with international measures.

- Analysis of assessment data was underdeveloped and was limited. The school was beginning to compare the achievements of different groups such as girls and boys and the achievements of long-term students with those of students who had been admitted more recently.
- Teachers carried out a baseline test at the beginning of the year to establish individual starting points and to map the curriculum to meet the needs of groups of students. However, they were not always able to use this information effectively to plan lessons and in sequences of lessons to ensure consistent progress for all students. Day-to-day assessments were used effectively to support less-able children and students but did not provide sufficient challenge for the most able.
- Most teachers had a very good knowledge of their students' strengths and areas for improvement. Their personalised challenge within lessons and their constructive feedback to students was variable.

4. Curriculum

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

- The school had a clear rationale for its curriculum, with appropriate attention given to the needs of the Indian students in the UAE setting. The KG curriculum was matched to the needs of young learners, and provided an interesting and motivating stimulus for learning. It prepared children well for the primary phase by focusing on children's personal development and the development of the basic skills. The written CBSE curriculum outlined an appropriate balance for the acquisition of knowledge, skills and understanding in its schemes of work in the primary and middle phases. In practice, less emphasis was placed on skills development.
- Continuity and progression were mapped in the planning documents to extend prior learning and to meet the learning needs of most students. Some teachers were more successful in implementing this than others. Transition between grades and phases was generally smooth. A few students were not wholly prepared for the next steps.
- Subject options were appropriate for the current grades in line with CBSE requirements.
- In the KG, links between subjects were evident and well established. They were not always clearly defined across all subjects in the primary and middle phases. Students could occasionally see the relevance of their learning in the real world. There were insufficient opportunities to solve open-ended problems, to plan and carry out their own investigations in science and to practise writing for a range of purposes.
- The curriculum was regularly reviewed for its effectiveness in providing for all students and to ensure closer alignment with the National Agenda requirements.

	KG	Primary	Middle
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The curriculum was adequately modified to meet the needs of most groups of learners across the school with particular attention given in most lessons to the need for language development. It did not cater sufficiently well for children and students with special education needs, for those of higher ability or for students who were gifted and talented.
- Although the core curriculum was enhanced through music, art and physical education, opportunities for creativity, enterprise and innovation were limited. Visits to places in the local community broadened students' horizons and their understanding of the world. After-school clubs allowed students to learn about, and take responsibility for a variety of issues such as waste management and care for the environment.
- Appropriate experiences were built into the curriculum to enable children to learn about UAE culture and traditions. For example, all students and their parents, both Muslims and non-Muslims, enjoyed sharing and celebrating Iftar together at the end of Ramadan. Assemblies regularly explored and promoted Islamic values. Students competed with other schools in recitation of the Holy Qur'an.

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

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

- Staff and parents had attended workshops and were aware of their responsibilities for keeping their children safe and protecting them from abuse. Students knew who to speak to if they had any concerns and that they would be listened to. Most students knew how to keep safe when using the internet and social media.
- Security arrangements ensured the school was generally safe and secure, although entry into and from the KG classrooms was less so. The health and safety committee and the school nurse carried out regular checks to ensure the premises were hygienic and to reduce risk to students and staff. They kept meticulous records and followed up on incidents to evaluate their effectiveness and to reduce further the chance of recurrence. Evacuation procedures were regularly rehearsed, known to all and effective.
- The premises and facilities were generally accessible to the present cohort of students and visitors. They did not allow easy access for any students with physical mobility difficulties who might apply for admission in the future.
- There was a comprehensive programme for informing students about the benefits of healthy eating and regular exercise. The school nurse regularly monitored their health and was proactive in engaging parents to raise their awareness and involve them in promoting healthy lifestyles for their children.

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

- Relationships between teachers and students were good throughout the school. The school had taken appropriate action to promote good behaviour and to encourage students to be courteous to fellow students, staff and visitors.
- Procedures to promote good attendance were very effective. These included the organisation of interesting activities at the start of the school day and the alteration of bus timings where necessary to ensure students arrived on time.
- The school had introduced appropriate procedures for the identification of students with SEND. There were no procedures for identifying gifted and talented students.
- The school provided appropriate support for SEND students through a range of interventions. These were not always effective in ensuring their academic progress.
- Students received good guidance and support for their personal development. The procedures put in place enabled students to voice their concerns and access support and guidance when necessary. In particular, the student council was effective in ensuring that all students were listened to.

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

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

Acceptable

- The school's special education team was well qualified. They were committed to developing and expanding the provision for SEND. They were aided by the principal and supported by the governors. The SEND policy showed a commitment to the development of an inclusive school. Appropriate systems were in place to advise teachers through a range of meetings and seminars and to coordinate provision and maintain records.
- Appropriate procedures and assessments were in place to identify students with SEND. A baseline test was administered at the time of admission. Observations of students with additional needs were carried out by the class teacher or Head of Department. Not all teachers were sufficiently competent in their assessments. The school had not developed appropriate systems to identify students who were gifted and talented.
- The parents of students with SEND were very happy with the school's provision and were keen to be involved in assisting the school in its work. IEPs were written by the SEND team and had clear targets for improvement. Parents had little, if any, involvement in agreeing the targets in the IEPs. They had a monthly meeting with the SENCO where progress against these targets was reviewed. They were very happy to take on board the professional advice of the SENCO and to support their children in their learning.
- Modifications to the schemes of work and the assessments tests were allowed to take account of students' additional needs. The implementation of these modifications by the teachers was inconsistent across all phases.
- The progress of students in Arabic, Islamic education, English, mathematics and science was acceptable. The tracking of progress of students who were under observation was inconsistent. It lacked rigour and was not used to set appropriate targets for improvement.

6. Leadership and management

The effectiveness of leadership

Good 

- The principal had a clear vision for the future of the school. He had a realistic plan for short and long term improvements. He had brought the whole school community together in a drive for improvement in line with the National Agenda priorities. New appointments had been made to key roles. They had quickly come to terms with what was required to support him in his mission. The overriding priority was to meet the needs of all students to ensure they made good progress.
- All school leaders had a clear understanding of the curriculum and what constitutes good teaching and learning. They were increasingly effective in bringing about improvements, particularly in students' personal and social development. They had achieved success in improving the rate of progress in some subjects. They were aware that achieving the highest standards was dependent on the quality of provision. With this in mind, they were constantly monitoring teachers' work and supporting them to become more effective in bringing about progress for all students.
- The vision for improvement was shared by the staff. Some were more innovative and successful than others. They were supportive of each other and were happy to share ideas and expertise in their determination to improve. Leaders held them to account. They challenged them to be better and provided support in equal measure. Consequently, most teachers were growing in confidence and morale was high.
- The recent track record of improvement had generated a momentum throughout the school community. Systems and procedures were regularly reviewed for their effectiveness. Less effective teachers had, in the main, left and been replaced by more effective ones. A few still remained and were receiving support and guidance from mentors and senior leaders. Consequently, they had a good capacity to bring about further improvements.
- Leaders ensured that the school was compliant and met all statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable 

- Systems for gathering information about the school's performance had improved. Internal data was collected and analysed to evaluate the work of the school and to identify priorities for further improvement. This was being further refined in light of inconsistencies in some outcomes for students.
- Monitoring of the quality of teaching was increasingly focused on the impact on students' achievement.
- Improvement plans were based on appropriate evaluation of performance. They included challenging targets for improving the quality of teaching to ensure it was consistently good or better. There had been some success in this aspect, particularly in the KG, in science, and to a lesser extent, in mathematics. There was still some way to go to ensure more consistent effective teaching in the primary and middle phases and in the teaching of Islamic Education, Arabic and English.
- The school had addressed most of the recommendations from the previous inspection. Some of the recommendations were ongoing by their nature.

Partnerships with parents and the community

Good

- Parents were overwhelmingly supportive of the school and very happy with the way their children were cared for and taught. They were consulted during the self-evaluation process and they appreciated the fact that their voice was heard. They were keen to be involved in supporting their children’s learning both in school at home.
- They welcomed the various systems for communicating with the school, not least of all through reports on their children’s progress and the online system for sharing information about school events and curriculum matters.
- The school was proactive in extending its links with the local and wider communities. Visits to a nearby centre for autistic children increased students’ understanding of difference and diversity. Students enjoyed hosting a visit from students from India and had raised funds to sponsor some Indian students’ through their education. Links with other schools for sports and cultural events were increasing.

Governance

Good ↑

- Governance was increasingly representative of the school community and included parents, staff and the owners. The Governing Board regularly sought the views of parents and students and took account of this feedback when planning for change. For example, students asked for opportunities for more opportunities to practice music and a brass band had recently been formed.
- The Governing Board acted as a critical friend for school leaders, challenging and supporting in equal measure. They were influential in determining the direction of the school and shared the principal’s vision for the short and long term future. They delegated responsibility to the professionals but monitored their work and held them to account. Their understanding of the school’s performance was developing and as yet they did not have a clear picture of students’ achievements in terms of attainment and progress in all subjects.
- Governors took decisive action to respond to the recommendations in the last inspection report. For example, in order to improve the quality of teaching and learning, they reviewed salaries and incentives to attract the best people available to fill key posts. They also appointed a full time development officer and set a generous budget for supplies. They were committed to expanding the school population and a new building was under construction on the site.

Management, staffing, facilities and resources

Good 

- The school ran efficiently in most respects on a day-to-day basis. Timetables provided a balance of subject coverage for all classes. There were occasional changes to the timetable when rooms were double-booked which led to some loss of learning time. Generally, routines were well-rehearsed and best use was made of the available time, space and resources.
- All teachers and counsellors had a recognised teaching qualification and were generally competent to teach the subjects on offer. They all had access to, and benefitted from professional development which was aligned to their individual needs and to the school's priorities. Additional support staff were mainly deployed to support younger students and children.
- The premises were appropriately designed with sufficient specialist facilities and spaces including a technology room, science laboratory and library, a swimming pool and large auditorium. The music room was adequate for what was offered but the art room was not sufficiently equipped to provide for work in a range of media.
- Resources were generally adequate but not always of the highest quality. Students supplemented these on occasion by bringing their own devices.

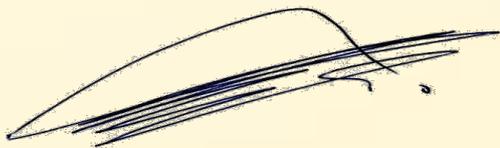
The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	285
	2014-2015	197
Teachers 	39	
Students 	1	

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

- 277 parents (almost half) responded to the survey. Responses to all questions were generally very positive. The one student who replied was also very positive. 39 teachers responded. They were mainly positive about most aspects of the school's work except for a few who did not feel they were listened to by the school leaders and did not feel the school was well-led.



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