

# Inspection Report



## The Indian Academy 2014-2015



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## School information



### General information

Location	Muhaisnah 4
Type of school	Private
Opening year of school	2012
Website	www.indianacademydubai.com
Telephone	04-2646746
Address	Muhaisinah-4
Principal	Syed Ali Haider Rizvi
Language of instruction	English
Inspection dates	19 <sup>th</sup> – 21 <sup>st</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 12
Grades or year groups	KG1 - Grade7
Number of students on roll	574
Number of children in Pre-K	NA
Number of Emirati students	0
Number of students with SEN	24
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	38
Largest nationality group of teachers	Indian
Number of teacher assistants	15
Teacher-student ratio	1:11
Number of guidance counsellors	2
Teacher turnover	46%



### Curriculum

Educational Permit	KHDA
Main Curriculum / Other	ICSE
Standardised tests / board exams	NA
Accreditation	NA

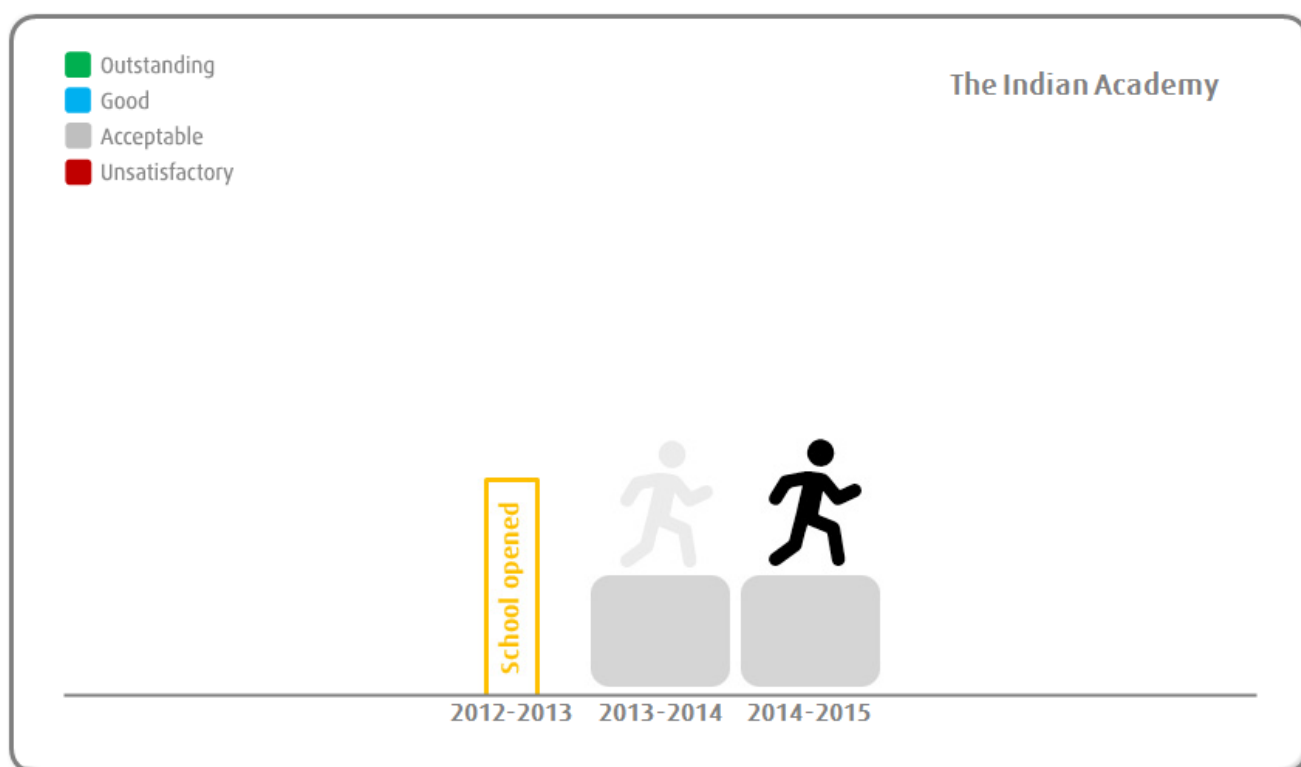




Dear Parents,

The Indian Academy was inspected by DSIB from 19<sup>th</sup> – 21<sup>st</sup> October 2014, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- Productive links with most parents helped them to contribute to their children's learning.
- Students had positive attitudes to learning.
- Children in the Kindergarten showed a good knowledge and appreciation of the value of Islam and understanding of the heritage of the United Arab Emirates.

### **Areas for improvement**

- Ensure teachers provide students with learning which is challenging, and which motivates and inspires all students to do as well as they can, including those with special educational needs.
- Improve the quality of teachers' questioning to help them know how well students are doing and to encourage students to think more deeply and critically in order to better understand what they are learning.
- Improve the accuracy and teachers' use of student assessment information to improve teaching and learning.
- Make changes to the curriculum so that expectations match international standards, and adjust work given to students so it meets their individual needs and reflects their individual starting points in lessons.
- Improve the accuracy of information used by school leaders to evaluate more effectively the school performance and standards.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

**Yours sincerely,**

**Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority**

## A closer look at The Indian Academy



### How well does the school perform overall?

The Indian Academy provided an **Acceptable** quality of education for its students.

- Students' attainment and progress were acceptable in all phases and subjects as measured against the school's own curriculum standards. Too few students in the school sat external examinations to make reliable comparisons with international assessment benchmarks, but evidence in students' work indicated that attainment in most subjects was below international standards. Children in the Kindergarten showed a good understanding of Islam, UAE heritage and culture and their own culture. Students in the primary and middle phases showed less well developed knowledge and understanding of these, with a particular weakness found in their understanding of world cultures.
- Most students demonstrated good attitudes to their work. They followed teachers' instructions but had little opportunity to apply their knowledge to real life situations. Most students were well behaved. However, students' behaviour in the primary phase was variable.
- Teaching methods were variable in quality. Teachers offered children greater variety of learning activities in the Kindergarten but teaching in the primary and middle phases was often too teacher led. The quality of teachers' questioning was a weakness throughout the school. Assessment systems were unsatisfactory and teachers did not assess students' knowledge, understanding and skills well enough. The recording of assessments was inaccurate which led to weaknesses in teachers' and leaders' evaluation of students' progress and abilities.
- The curriculum had not been modified to enable students to reach international standards. However, curriculum modifications required to meet the needs of students of all abilities were unsatisfactory.
- Health and safety procedures were good. The building was clean and tidy and good security measures were in place.
- Self-evaluation systems were unsatisfactory. Inaccurate information and inconsistencies in the monitoring of teaching and learning prevented the Principal, senior staff and board members from having a clear and realistic understanding of the schools strengths and weaknesses.

### How well does the school provide for students with special educational needs?



- Students with special educational needs made unsatisfactory progress in English, mathematics and science, but their progress in Islamic education and Arabic as an additional language was acceptable.
- The identification process at the time of admission was not detailed enough to give teachers all the information they required to effectively support learning in class. Individual targets for students were too low, students' attainment and progress was not tracked or levels raised by setting time bound goals.
- Overall, the curriculum was not sufficiently modified to help students with special educational needs to make good progress in their learning and development. Parents were not aware of the targets set for their children within individual education plans.

## 1. How good are the students' attainment, progress and learning Skills?

		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	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
		KG	Primary	Middle
Learning skills		Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection



## 2. How good is the students' personal and social development?

	KG	Primary	Middle
Personal responsibility	Good	Acceptable ↓	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Acceptable ↓	Acceptable
Community and environmental responsibility	Good	Acceptable ↓	Acceptable

## 3. How good are teaching and assessment?

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory

## 5. How well does the school protect and support students?

	KG	Primary	Middle
Health and safety	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory ↓
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- Senior leaders had built a strong and productive partnership with most parents. This helped them to contribute to their children's learning.
- Students demonstrated positive attitudes to learning.
- Children in the Kindergarten had a good knowledge and appreciation of the value of Islam and the heritage of the United Arab Emirates.


## Changes since the last inspection

- Students' personal and social development in the primary phase had declined from good to acceptable.
- The quality of assessment in the Kindergarten and primary phase had declined to unsatisfactory.
- Curriculum design to meet the needs of all students in the Kindergarten and primary phase had declined to unsatisfactory.
- Self-evaluation and improvement planning had declined to unsatisfactory.

## Recommendations

- Improve students' attainment and progress in all subjects across the school by:
  - reducing the frequency of staff changes to ensure greater stability
  - sharpening the quality of teachers' questioning so that students think more deeply and critically, and in doing so understand more fully what they are learning and why
  - routinely using assessment of students' work to provide the right level of support and challenge
  - providing the support needed for students with special educational needs to reach their individual educational targets.
- Improve curriculum design by:
  - modifying the curriculum in lessons to meet the needs of students of all abilities, including those with special educational needs, and to reflect their individual starting points in lessons
  - urgently monitoring the impact of changes to the schools' curriculum in relation to student outcomes achieved
  - raising curriculum expectations to ensure students reach international standards.
- Improve self-evaluation by:
  - accurately measuring the impact of the quality of teaching on students' learning and progress
  - accurately evaluating, tracking and recording students' attainment and progress
  - improving the skills and knowledge of senior leaders to enable them to monitor the school's work and check on how well actions to improve the school are working
  - extending student participation in external tests to provide the school with accurate comparisons against international benchmarks.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning Skills?

### 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	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Children's attainment and progress in English was acceptable. However, their progress in listening and speaking skills was stronger: vocabulary was developing well and most children could express themselves clearly and efficiently. The development of phonics' skills was slower and this impacted on early spelling and reading skills. Few children wrote more than simple three letter words, basic labels and their names.
- Children's attainment and progress in mathematics was acceptable. Most children could count reliably to 20, place numbers in order and say what one more or less than a given number was. Most were beginning to add and subtract two single-digit numbers. There were too few opportunities for children to learn about shapes and measuring, problem solve and think for themselves.
- In science, children were beginning to develop an understanding of the world around them. They were learning about growing seeds and the parts of a plant but did not have the opportunity to investigate and find things out for themselves through observation and experimentation. Consequently, progress was acceptable.

### 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	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, the majority of students demonstrated clear understanding of the basic concepts of Islam such as the pillars of Islam, the pillar of Eman, the life of Prophet Mohammad (PBUH) and his family and companions. Their progress in recitation and memorisation skills was improving with the application of recitation rules. Students had limited understanding in relation to Islam in their daily lives.
- In Arabic as an additional language, the majority of students were able to respond correctly to teachers' classroom instructions. A minority of students needed repetition or translation to English. Students used familiar words or simple sentences when writing. The majority of students made acceptable progress in developing a reasonable range of Arabic vocabulary, although progress in reading and independent writing skills was slower.

- In English, by Grade 5, students could develop ideas logically and convey opinions strongly using appropriate language. Writing was a weaker element and students in Grade 3, for example, were unable to write creatively beyond two or three sentences. In lessons, not all students made the same level of progress. Students made good progress in developing basic writing skills in Grades 1 and 2 but progress slowed in Grades 3 and 4.
- In mathematics, students understood the place value of numbers up to 1000, they used simple fractions and were able to order them in ascending and descending order. Mental arithmetic, including the recall of multiplication tables and number facts to 20, calculation and the skills to solve problems were less well developed. In lessons, most students made expected progress but higher achievers and those students identified with special educational needs did not. Students in Grades 1 and 2 made slower progress than other primary grades.
- Students' attainment in science was in line with the school's curriculum standards and the majority of students made acceptable progress. In lessons and their recent work, most students in Grades 1 and 2 were extending ideas about their environment, developing more ideas about plant and animal habits and could explain day and night. By Grade 5 students could classify animals as herbivore, carnivore and omnivore, look at the human body and the skeletal system and use extended science vocabulary.

### 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	Acceptable	Acceptable


- In Islamic education, the majority of students made acceptable progress in developing their knowledge and understanding of Islamic concepts such as worship and Seerah. They demonstrated clear understanding of the basic concepts such as Qur'an revelation and the difference between Madanieya and Makkiya Surrahs of the Holy Qur'an. Students found it difficult to support their own view with evidence from the Holy Qur'an and Hadeeth. Progress in recitation and memorisation skills and in applying Tajweed rules was slow.
- In Arabic as an additional language, most students made acceptable progress in developing their listening skills and used a reasonable range of Arabic words and phrases. Progress in reading, writing and the ability to use Arabic in conversation was slower. The majority of students could only use and write familiar short sentences. Extended writing in classes was weak.
- In English, most students attained levels of proficiency that were in line with the standards set in the school curriculum but did not reach international benchmarks. Progress was stronger in reading and oral skills than in writing. Students were able to research and read more widely and make presentations to the class. They were able to articulate arguments for persuasive writing but could not write with the same ease and confidence.

- In mathematics, most groups of students made expected progress but higher attaining students and those identified with special educational needs did not. By Grade 7, the majority of students could calculate percentages, understand decimals, fractions and ratios. They could calculate profit and loss and work out a discounted price. Most students could draw a simple line graph and extract basic data from graphs but in other aspects of mathematics related to shapes, space and measurement students' understanding was limited.
- In science, attainment was acceptable when measured against the school's curriculum standards. The majority of students made average progress in relation to their starting points. By Grade 7, students could describe different plant and animal cell structures, photosynthesis and the human digestive system.

	KG	Primary	Middle
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable

- Students, particularly in the middle phase, could work independently when given the opportunity to do so. However, in most lessons students were passive learners and were often given tasks that did not require them to use thinking skills.
- Students, when prompted, could discuss and explain their learning to others. When they were given the opportunity students could work productively in small groups. This was particularly evident in the middle phase.
- When directed, students could make a few valid connections between their current and previous learning. Their learning was not related enough to the real world, so students could usually only demonstrate their learning in familiar contexts without significant support.
- Students could find things out for themselves using basic research skills but these were below age expectations. Critical thinking skills and investigation through the use of information technology was underdeveloped.

## 2. How good is the students' personal and social development?

	KG	Primary	Middle
<b>Personal responsibility</b>	Good	Acceptable 	Good

- In most classes student behaviour was good: students in the middle phase exercised self-control and they were courteous to one another and to adults. However, in lower primary classes, the poor behaviour of a few students disrupted lessons.
- Almost all students respected their teachers and were friendly and courteous to visitors. However, a few students in the primary phase did not show respect to each other in several classes and during the attendance of inspectors.
- Older students demonstrated self-reliance and appreciated critical feedback.
- Students demonstrated positive attitudes to healthy living and followed the school's advice on keeping fit and healthy.
- Attendance was outstanding during the previous term, but not as high during the inspection days. Almost all students arrived in good time for lessons and at the start of the day.



	KG	Primary	Middle
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Acceptable ↓	Acceptable
<ul style="list-style-type: none"> <li>• Students in all phases had a clear understanding of Islamic values and how these values influenced everyday life in Dubai. In the Kindergarten, children's knowledge and understanding was good in relation to their age.</li> <li>• In the primary and middle phases students had only a basic knowledge of Emirati heritage and culture and they understood their value to the people of the United Arab Emirates.</li> <li>• Students knew about their own culture and were aware of cultural diversity but could provide only limited details about other cultures from around the world.</li> </ul>			

	KG	Primary	Middle
<b>Community and environmental responsibility</b>	Good	Acceptable ↓	Acceptable
<ul style="list-style-type: none"> <li>• Students contributed to the life of the school through their leadership responsibilities such as Prefects, Head Boy and Head Girl.</li> <li>• Students enjoyed their work and were happy to be involved in activities. However, students in the primary and middle phases rarely took the initiative, relying on instructions from their teachers.</li> <li>• Children in the Kindergarten had a good understanding of environmental sustainability in relation to their age. This was weaker in the primary and middle phases where, although they participated in some projects and activities that supported conservation such as recycling, their involvement within the local community was limited.</li> </ul>			



### 3. How good are teaching and assessment?

	KG	Primary	Middle
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Teachers' subject knowledge of almost all teachers was secure, enabling them to teach with confidence.</li> <li>Teachers' lesson planning contained the expected elements but the content of the lesson was often too long, the timing not accurate enough and the actual lessons rarely matched the intended plans. The majority of teachers made effective use of available resources to support their teaching and engage and motivate students in learning.</li> <li>Almost all lessons included elements of active learning, allowing students to use and develop their new knowledge, skills or understanding. However, there were too few opportunities for students to engage in independent learning and to find things out for themselves.</li> <li>Across all phases the quality of teachers' questioning was inconsistent. In better lessons, teachers regularly asked questions to check what students knew and understood.</li> <li>Teachers rarely asked questions that encouraged students to think critically or reflect on their learning. Not all learning was matched carefully enough to the different needs of the students. Too often the more able students waited for their peers to finish. In the majority of lessons, teaching input took up too much of the lesson, reducing the time available for students to put new learning into practice.</li> </ul>			

	KG	Primary	Middle
<b>Assessment</b>	Unsatisfactory 	Unsatisfactory 	Unsatisfactory
<ul style="list-style-type: none"> <li>The school had put an assessment system in place that was intended to track the progress of students. Internal tests were written by teachers and were non-standardised, resulting in assessment data of limited value that could not reliably provide evidence of progress over time.</li> <li>Only a small, non-representative, group of students took external tests that could be compared to international and external benchmarks.</li> <li>Assessment information produced by the school had inaccuracies that made it difficult to accurately analyse students' attainment and progress. Evidence to support the attainment judgements of children in the Kindergarten was not secure enough. In some lessons, students were involved in basic levels of self-assessment but without clearly stated success criteria, the quality and effectiveness of this was limited.</li> <li>Teachers did not have sufficient knowledge of students' progress and achievements to be able to assess accurately.</li> <li>This affected their ability to plan well enough to meet the learning needs of all students. Students did not receive enough verbal feedback or written comments in their books to allow them to know how to further improve their work.</li> </ul>			

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• The Kindergarten curriculum had been modified to support transition into the primary phase.</li> <li>• Curriculum review was an annual exercise, focus areas were revisited, continuity of learning was examined and appropriate changes made.</li> <li>• A curriculum document had been prepared mapping progression in key subject areas, but the review did not ensure that the curriculum contained high enough expectations for students to reach international standards.</li> <li>• Cross-curricular links to enrich the curriculum were limited, particularly in the primary phase.</li> </ul>			

	KG	Primary	Middle
<b>Curriculum design to meet the individual needs of students</b>	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory
<ul style="list-style-type: none"> <li>• Although lesson plans identified three levels of learners, there was no effective modification for students with different abilities or interests, for example, higher attaining students or those with special educational needs.</li> <li>• Opportunities to promote understanding and skill through a wider range of subjects or links with the local community were limited.</li> <li>• A range of extra-curricular activities had been introduced recently to enable students to fulfil their talents and interests but these were yet to impact on students' personal or academic attainment.</li> </ul>			

## 5. How well does the school protect and support students?

	KG	Primary	Middle
<b>Health and safety</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• A child protection policy was in place. The school was aware of cyber safety and had appropriate electronic systems to safeguard all students. There were some simple procedures in place to counteract bullying. Senior students reported that this had been the topic of a recent assembly.</li> <li>• There were effective policies and procedures in place to ensure that children and students were kept safe. There were appropriate security measures with all visitors to the school signing in and given visitor badges to wear. There was a very efficient school transport system. Students reported that they felt safe in school.</li> <li>• Regular fire drills and associated evacuation procedures took place. There were sufficient health staff to carry out appropriate checks. Health and safety records were maintained and kept up-to-date. Medicines were stored securely and the nurse had appropriate procedures for administering medicines to students.</li> <li>• The school premises, equipment and resources were well kept and maintained. The toilet and washrooms were cleaned regularly and were hygienic. There was some access difficulties to the first floor for some students with special needs.</li> <li>• The school was developing a strong focus on healthy living. Students had increased opportunities to take part in physical activity. The school canteen had a limited supply of healthy snacks and drinks.</li> </ul>			

	KG	Primary	Middle
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• The relationship between staff and students was good in most classes, with mutual respect shown. The exception to this was in a few classes in the primary phase.</li> <li>• Behaviour management was inconsistent, particularly in some Grade 1 classes.</li> <li>• Effective systems were in place to record attendance. Punctuality to school was good; punctuality to lessons was sometimes affected by other school activities that were taking place.</li> <li>• The school had procedures in place for identifying students with special educational needs but they were limited in the detail of the need identified. Support for students of different abilities was limited in lessons.</li> <li>• Procedures to formally address students' questions, needs and concerns were dealt with to an acceptable standard through the School Council, informally with their teachers and, when necessary, in confidence with the guidance counsellor.</li> </ul>			

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>Leaders were aware of the importance of provision for special educational needs and the need to improve and had revised the special educational needs policy to take account of this.</li> <li>The identification process at the time of admission was not detailed enough to give teachers all the information they required to effectively support learning in class. Students' individual targets were too low, their attainment was not tracked or levels raised by setting time bound goals.</li> <li>The parents of students with special educational needs, although pleased with the arrangements for identification and support, were not aware of the targets set for their children or the targets within individual education plans.</li> <li>Modification to the curriculum was not sufficient to help students to make good progress.</li> <li>Students with special educational needs made unsatisfactory progress in English, mathematics and science, but their progress in Islamic education and Arabic as an additional language was acceptable.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>The school leaders, including the new Principal, were committed to helping the school to improve and grow. They had a vision and direction for how to improve the school.</li> <li>Leaders had clear roles and responsibilities and were involved in the evaluation of the school's effectiveness. The records of monitoring were variable in quality and reflected the different levels of experience of those involved.</li> <li>A large proportion of leaders were new to the school and lines of communication were being established but were not always fully productive.</li> <li>Actions taken by leaders had led to some improvements, for example, by increasing the amount of information technology provision, but this had yet to impact sufficiently on students' learning.</li> <li>Leaders were aware that further improvements were necessary and they were developing the capacity required to bring this about.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Unsatisfactory ↓
<ul style="list-style-type: none"> <li>Systems for self-evaluation lacked accuracy and rigour and as a result the school had an unrealistic view of its strengths and weaknesses. The school improvement plan had appropriate aims and goals but actions were not linked to specific targets and were based on an inaccurate analysis of the quality of teaching and students' attainment and progress. Leaders had not checked the accuracy of monitoring or assessment information with enough rigour but had accepted internal data which was flawed. The school did not have access to a robust sample of external data with which to compare student attainment against international standards.</li> <li>Monitoring records kept about the quality of teaching were often descriptive rather than evaluative and did not enable leaders to understand teachers' strengths and weaknesses or support them effectively through rigorous performance management processes.</li> <li>Staff training did not show enough of a positive impact on practice in the classroom. High staff turnover meant that many of the staff who had accessed training subsequently left the school limiting the benefit of this training to students learning.</li> <li>Significant changes in staff and students had resulted in limited progress in addressing the recommendations of the last inspection report and, as a result, some areas of the schools' performance and standards had declined.</li> </ul>	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>Most parents were actively involved in the life of the school and in their children's learning.</li> <li>Systems of communication had been improved and parents expressed appreciation for the information they receive.</li> <li>Reporting to parents on children's attainment and progress was regular and included next steps for learning. However, parents of children with special educational needs were not sufficiently informed of individual education plan targets and therefore could not support learning at home.</li> <li>The school was developing a wider range of community links. For example, with Dubai Care, but these were at an early stage of implementation and not yet having a significant impact on curriculum enrichment or students' learning.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>• The balance of representation on the Board had not been amended to take into account the increasing size of the school and included minimal representation from stakeholders other than the corporate owners. Although, the Board had a detailed internal view of the school, the ability to have a broad independent view of the school's performance was limited.</li> <li>• The Board made sure that statutory requirements, such as those for health and safety and the teaching of Islamic Education, were met. The Board of Governors had sought the views of parents through questionnaires and had taken action to address concerns such as improving systems of communication.</li> <li>• The Board monitored the school performance and standards. However, their reliance on flawed data provided an over-optimistic view of the quality of education provided by the school, and had limited the actions they could take to hold the school leaders to account.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• The school procedures and routines were acceptable and ensured that the school ran smoothly on a day-to-day basis.</li> <li>• Staff were suitably qualified but the high turnover of staff was a significant challenge for the school and hindered the pace of school improvement.</li> <li>• The premises were safe and clean. Time for free active play was limited for students in the primary and middle phases.</li> <li>• Learning resources were sufficient for delivery in most subjects, with the exception of science. Resources in the library were developing well but were not yet extensive. The quality of resources prepared by staff for use in some lessons did not always facilitate good learning.</li> <li>• Dedicated classrooms were not allocated for the teaching of Arabic as a second language, limiting the creation of a stimulating learning environment. The size of classrooms in the Foundation Stage limited the provision of active learning and role-play in some lessons.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	197	34%
	<b>Last year</b>	117	57%
 <b>Teachers</b>	17		81%
 <b>Students</b>	There are no upper secondary-aged students in the school		

- Of those who responded to the survey, parents' responses to the questionnaire were positive overall.
- Almost all parents confirmed their satisfaction with the education their children received.
- Parents were very positive about the progress their children made in English and mathematics but almost a third were unsure about the progress made in science.
- Although almost all parents rated health and safety highly, a few parents expressed concern regarding safety on buses.
- More than half the parents did not know whether the school had a policy dealing with safety when using the internet or social media.
- Parents were very appreciative of the reports they received from the school and the good level of communication.
- The Principal and staff were overwhelmingly positive in their responses, although a few teachers expressed the view that they would like to attend more seminars to improve their teaching.

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

## 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

## How to contact us

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)