

GOOD



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

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School Information

General Information	 Location	Muhaisnah 4
	 Opening year of School	2012
	 Website	www.indianacademydubai.com
	 Telephone	+971042646746
	 Principal	Ms. Susan Varghese
	 Principal - Date appointed	4/1/2019
	 Language of Instruction	English
	 Inspection Dates	07 to 09 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-15
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	616
	 Number of Emirati students	0
	 Number of students of determination	36
 Largest nationality group of students	Indian	
Teachers	 Number of teachers	66
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	22
	 Teacher-student ratio	7
	 Number of guidance counsellors	4
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE, GL
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, IBT, Arabic GL

School Journey for THE INDIAN ACADEMY



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Attainment and learning skills have improved and are very good in English, mathematics and science in the Kindergarten (KG). In the other phases, learning skills are good, and attainment is at least good in all subjects except in Arabic, Islamic education and UAE social studies where it is acceptable. Students make good or very good progress in most subjects, and acceptable progress in most phases in Islamic education and Arabic.
- Students are very well behaved and have positive relationships with staff. They are committed to healthy living and enjoy regular physical exercise. Students have a good understanding of their own cultures. They know and respect Islamic values and their impact on UAE society. Students understand their responsibilities as members of the school community. Secondary students are aware of sustainability issues and entrepreneurship.

Provision for learners

- The majority of teachers have secure subject knowledge and plan their lessons well. The quality of teaching has improved in the KG and the primary phase. Very effective teachers use questioning and assessment data well to provide purposeful and differentiated learning activities. Leaders and many teachers use assessment data well to improve students' learning, especially in the KG. English and mathematics teachers generally provide students with helpful feedback.
- The curriculum provides a range of opportunities for students' academic and personal development. The learning outcomes in the KG are clearly mapped. The curriculum mapping in the other phases is not as clear. Cross-curricular links are evident in many lessons, but they are not well planned and documented. The curriculum is adapted to some extent in most subjects to meet the needs of students of different abilities.
- The school has effective policies and practices to keep students safe. Staff maintain the buildings well and keep detailed records. The new student behaviour policy emphasises mutual respect and co-operation. Staff assess the educational needs of students of determination effectively. They receive good support. The new well-being initiative involves monitoring all students closely. Staff are developing academic and career guidance.

Leadership and management

- The school is improving as a result of its strong and effective leadership and management, in addition to its teachers' commitment and skills. Staff have improved the quality of teaching in specific areas of the school. Communication with parents has improved. The governing body is more engaged with the detailed workings of the school. The buildings, staffing and resources remain good overall.

The best features of the school:

- The strong leadership and the capacity of the school to continue improving
- The improved teaching in the KG and primary phase, which is leading to better progress and attainment in a number of subjects
- Students' very well developed personal and social skills and their understanding of Islamic values
- The safe and hygienic environment in which students can make healthy lifestyle choices
- Children's experiences in the KG, which provides them with a very good start to their education.

Key recommendations:

- Improve students' achievement in Islamic education, Arabic, the UAE social studies and moral education by:
 - ensuring that the curriculum in each subject is well planned to meet all of the relevant standards and to provide a smooth, continuous progression in learning from one grade to the next
 - planning and teaching lessons with clear objectives that meet the relevant curriculum standards
 - making sure that assessments evaluate each component of the curriculum at the appropriate standard for each grade.
- Improve the consistency of the high-quality teaching across the school.
- Develop the curriculum further by establishing clear progressive programmes that address the required learning objectives in each subject from one grade to the next.
- With support from the governing body, improve the availability and use of technology for students in lessons.

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	Weak ↓	Acceptable
 English	Attainment	Very good ↑	Good ↑	Good	Very good
	Progress	Very good ↑	Good	Good	Good
 Mathematics	Attainment	Very good ↑	Very good ↑	Good	Good ↑
	Progress	Good	Good	Good	Good
 Science	Attainment	Very good	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good
 UAE Social Studies	Attainment	Acceptable			
Learning skills		Very good ↑	Good ↑	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	Very good ↑	Good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Good ↑	Good	Good
Assessment	Very 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				Very 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 :

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2019-2020.

School's Progression in international assessments

meets expectations.

- With only one PISA, TIMSS and PIRLS test taken, progress cannot be measured with these assessments. However, in Grade 4, students reached and exceeded their TIMSS targets in both English and mathematics. The school's National Agenda Parameter (N.A.P.) is ASSET, and this data indicates that in most cases in English, mathematics and science, the majority of students did not achieve the expected progress between 2017-18 and 2018-19. However, when comparing the N.A.P. data with CAT4, which measures students' potential, progress in all three subjects in all grades is outstanding, with the exception of one, where achievement is above suggested potential.

Impact of leadership

meets expectations.

- The National Agenda action plan addresses issues raised in the last report and sets goals for the year ahead. Leaders use the analysis of N.A.P. data to adjust the curriculum where gaps or weaknesses are found. Teachers are gradually becoming more skilled at using data to modify teaching to meet individual needs.

Impact on Learning

meets expectations.

- Students regularly demonstrate flexibility when handling critical thinking tasks. They are reasonably skilled problem-solvers and can draw valid reasoned conclusions. When asked to conduct independent research, most students have the necessary skills to find the information they need and to communicate their findings orally or in writing.

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

For Development:

- Enhance students' skills in handling questions requiring critical thinking and the analysis of text in all subjects.
- Map out the current teaching of research skills to identify gaps and ensure a smooth and steady progression in the delivery of these skills in the school.

Moral education

- The UAE moral education curriculum is mostly taught as a stand-alone subject from Grades 1 to 10. The school attempts to engage families in the lower grades.
- Most teachers have sound content knowledge and try to tailor the lessons to make them more engaging and challenging for students.
- Students actively participate, share prior knowledge and explore the concepts at their level. They do not always collaborate sufficiently to complete tasks, particularly the more challenging ones.
- There is a wide variation in the way student learning is assessed, and this is sometimes reported to parents.

The school's implementation of the UAE moral education curriculum is meeting expectations.

For Development:

- Develop a systematic whole-school approach that will allow more in-depth and collaborative learning.

Reading across the curriculum

- Various reading assessments indicate that reading abilities and literacy levels are beginning to improve in the school. The majority of students are reading at appropriate age levels with support being developed for those experiencing difficulty.
- Whole-school strategies are in place to support reading across the subjects and phases. These are most effectively applied by teachers in the KG and in English and mathematics.
- Initiatives to encourage wider reading at school and at home are paving the way for more sharing of knowledge and enjoyment of reading.
- Accurate self-evaluation and action planning by senior leaders and the school's reading coach are securing improvement in this project.

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

For Development:

- Re-evaluate the systems for supporting students who are underperforming in reading.

Innovation

- An increasing number of students are being offered opportunities to demonstrate innovative skills in some subjects.
- Particularly at the middle and secondary level, students can identify and co-lead innovative activities that promote social responsibility.
- An increasing number of teachers provide opportunities, through both the curriculum and extra-curricular activities, for students to develop innovation and enterprise skills.
- There are some elements of the curriculum that promote innovation. However, this is not evident across all subjects.
- School leadership has ensured that innovation is part of the school's vision. In some areas, the lack of resources and constructive partnerships with local and international businesses limits developments.

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

For Development:

- Further promote a culture of innovation within the school community and ensure that innovation is systemically incorporated into planning for improvement in all subjects.
- Provide more opportunities for students across all phases to be involved in projects that lead to innovative outcomes.

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' levels of written work and their work in lessons are in line with the appropriate learning objectives across the three phases. Assessment data shows that the girls are still achieving higher than the boys.
- Students demonstrate secure knowledge and understanding of Islamic values and familiar prayers, but their recitation and memorisation skills are more limited. In Grade 7, students can apply Islamic principles to aspects of their lives, and a few are showing strong understanding of Islam due to learning at home.
- Although students show acceptable levels of attainment, their progress suffers as a result of the limited range of teaching methods and the narrow curriculum.

For Development:

- Develop effective teaching methods to promote students' higher order thinking skills.
- Introduce more opportunities for independent learning and research using learning technology.
- Match the curriculum to the Ministry of Education (MoE) standards and check students' attainment using appropriate assessments.

Arabic as an Additional Language

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

- Across the phases, most students have appropriate language skills. Middle phase students make slower progress in all skills compared with students in the other phases. This is due to the absence of a clear curriculum sequence across the grades.
- Listening is the most developed skill across the school. Students understand familiar words. Reading is limited to pre-learnt words and is better in the lower grades. Most students can apply the use of language in simple short sentences. Writing is the least developed skill.
- The library has a useful range of Arabic resources, which are used during the school's 'DEAR Reading Time'. These resources can be better utilised to improve teaching and adapting lessons to meet the needs of all students.

For Development:

- Expand students' vocabulary, particularly with words related to their daily life.
- Improve assessment to cover all language skills and use the results to improve the curriculum.
- Create more opportunities to develop students' speaking skills.

English

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

- Most students learn English as an additional language. Their speaking and listening skills develop rapidly. Secondary students achieve excellent results in the Central Board of Secondary Education (CBSE) examinations. While improvements have been made in assessments in the primary and middle phases, the overall achievement is still variable.
- Well-conceived initiatives for the development of reading and writing skills are beginning to have an impact. While the more-able students reach higher than expected levels in all language skills, some students still show weaknesses in fundamental skills. The achievements of the girls are significantly better than those of the boys.
- The development of students' ability to think and interpret critically is improving so that by the time they are in the senior school, they are articulate speakers who can express clear opinions and argue persuasively in discussions.

For Development:

- Raise the expectations of all students in the primary, middle and secondary phases so that they can make more rapid progress in reading and writing.

Mathematics

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

- In lessons, KG children demonstrate very high levels of attainment. Primary students are doing well on internal assessments, and secondary students are performing well on external benchmarking assessments.
- An increased emphasis on critical thinking and problem-solving across the phases has raised the level of challenge and helped to improve attainment. Progress in lessons is generally good or better, but progress on external benchmarking tests is far less secure.
- Technology is used in many lessons, but there is scope for greater creativity in its use. The inclusion of more open-ended tasks has both increased the challenge and allowed students to demonstrate their full knowledge and understanding more effectively.

For Development:

- Adjust the pace of lessons to ensure that the learning objectives are achieved by at least a large majority of students.
- Ensure that learning objectives are both challenging and achievable.

Science

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

- Students collaborate well across all phases as they research real world issues, evaluate solutions, defend a position and apply scientific principles to their own life experiences.
- The large majority of students are actively engaged with content in classes, coupled with critical thinking and opportunities for analysis and evaluation. These approaches allow students to use and apply scientific processes in their learning.
- In some lessons, particularly in the primary phase, there are insufficient opportunities for challenging laboratory activities that are based on higher-order learning objectives and make use of state-of-the-art tools and applications. Consequently, the rigour and depth of learning are variable.

For Development:

- Develop a plan to align the curriculum more accurately to the relevant standards so that learning objectives promote cognitive skill development.

UAE Social Studies

	All phases
Attainment	Acceptable

- Overall, students' knowledge and skills are in line with grade-related expectations. Students in the middle and secondary phases have a stronger grasp of the concepts taught, as a result of the more rigorous teaching.
- Recall of knowledge is emphasised in the programmes of work and assessments. As a result, students' knowledge of the components of the curriculum are stronger than their skills and abilities to communicate and present information from different viewpoints.
- The school's curriculum focuses on UAE and Indian cultures, and this is appreciated by students. However, the summative assessments do not sufficiently align with the UAE curriculum standards at each grade level.

For Development:

- Adjust the programmes of work and summative assessments to more closely reflect the curriculum standards.
- Ensure that teachers give appropriate emphasis to each of the domains defined in the curriculum.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good ↑	Good ↑	Good	Good

- Children in the KG are increasingly adept in learning. Senior students display higher quality learning skills than those in the other phases. They can concentrate for sustained periods without direct intervention and take responsibility for the quality of their own work.
- Most students collaborate well in lessons. When given the opportunity to do so, they link their work effectively to real-life situations. In some subjects, they are not always given enough opportunities to develop and apply these skills. In Arabic, critical thinking and problem-solving skills are underdeveloped. In science, students do not apply the scientific method as a way of learning about the subject.
- The school has recently focused on the promotion of research skills with some success. When available, students use learning technologies to carry out research, but they do not always analyse or critique their own findings.

For Development:

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

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

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

- Across the school students are polite and self-reliant. They walk around the school confidently with a strong sense of ownership that contributes positively to a safe learning environment.
- Students are very well behaved. Their relationships with each other and their teachers are based on respect. They are aware of the needs of their peers and show support and empathy when needed. Bullying is very rare.
- Students are aware of their eating habits. They make sensible choices in relation to nutrition. They are committed to a healthy lifestyle, supporting it with several sports initiatives and regular daily exercise.

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

- Across all phases of the school, students demonstrate a very good appreciation of the different ways in which Islamic values are interwoven into the various aspect of UAE society. This is particularly clear in the value they place on tolerance.
- Students take part in a wide range of events which celebrate different cultures, especially in the KG. They can identify different national flags and show an interest in other countries.
- The extra-curricular activities help students develop a strong understanding of the UAE heritage and an understanding of global cultures, art and folklore.

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

- Students understand their responsibilities as community members. They volunteer in and organise different constructive activities that benefit the school and the wider community.
- Most students show a positive work ethic and resilience. Children in the KG show a well-developed work ethic for their age and a positive approach to innovation. The enterprise skills of most students are better in the upper grades.
- Students in the secondary phase show a stronger awareness of environmental issues and sustainability. Although students have this awareness, they do not often demonstrate initiative or take forward their own projects, especially in the primary phase.

For Development:

- Improve students' understanding of entrepreneurship across the school, particularly in the lower grades.
- Engage students in student-led activities and initiatives that develop their sense of enterprise and environmental sustainability.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Good ↑	Good	Good

- The majority of teachers have secure subject knowledge and plan their lessons well. KG teachers are skilful in meeting children's learning needs. Senior students often have their conceptual understanding challenged by teachers, for example, through sophisticated word problems in mathematics.
- Where teaching is strong, teachers use questioning and assessment data to provide purposeful and differentiated activities that engage students well. In Islamic education and Arabic, some lessons are still too teacher-centred, preventing the active learning evident in the other subjects across the school.
- Recent training has led to some improvement in the use of teaching strategies that promote critical thinking and problem-solving. Senior leaders recognise that more training is required to ensure that engaging and enterprising activities develop students' learning further and help them make the best progress they are capable of.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Good	Good	Good

- Internal assessment in the KG is more comprehensive and detailed than in the other phases. Written feedback to students in the primary and middle phases is often little more than ticks and congratulatory comments. The most effective day-to-day assessment is evident in primary and secondary English and secondary mathematics.
- Extensive benchmarking gives the school detailed student assessment information. Data are analysed well, providing valid information for leaders and teachers. Summative assessments in Islamic education, Arabic and the UAE social studies are not linked directly to curriculum standards.

- Data are most effectively used in the KG and by school leaders in adjusting the curriculum in response to external benchmarking. Modification of teaching to meet individual needs is inconsistent, although the better teachers do this effectively.

For Development:

- Develop teachers' understanding of the effective use of assessment data so that their planning of lessons is based securely on the learning needs of all groups of students.
- Ensure that all summative assessments are suitably challenging, directly linked to curriculum standards and marked against a mark scheme or rubric.

4. Curriculum

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

- All core subjects are given the appropriate time in the timetable. Adequate opportunities are provided to students for academic and personal development through a range of curricular choices for languages, activities and clubs. The school has started to improve the transition of students between phases.
- Continuity and progression are not always clear. The KG curriculum has clear mapping of learning outcomes and content. Curriculum mapping in the other phases is inconsistent with unclear transition across the phases.
- Cross-curricular links are evident in lessons and extended activities like projects and field trips, but they are not well documented in all phases. Teachers review the curriculum periodically and modify the content after taking account of external examination results and the prerequisites of the subsequent phase.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- In most lessons, the curriculum is adapted to some extent to meet the needs of students of different abilities. However, adaptations for students of determination are inconsistent and largely dependent on the teachers' abilities. Curricular modifications are unclear in Islamic education.
- There is a variety of planned opportunities and extra-curricular activities to engage students at regular intervals, but students' participation is variable. The school has initiatives such as the 'Buy a blessing', a recycling of used books charity that encourages students to contribute to the community and develop innovation, enterprise and leadership.
- The curriculum provides scope to develop students' understanding of Emirati culture and heritage. For example, Qur'an lessons and visits to the Sheikh Zayed Mosque promote Islamic values, Emirati culture and cross-curricular links.
- In KG 2, children have Arabic lessons in which they learn basic Arabic words.

For Development:

- Improve the curriculum design by sequencing content and subject-specific learning outcomes and clearly defining progression across all phases and in all subjects.
- Make appropriate adaptations to lessons to meet the needs of all learners, particularly those of students of determination.

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

- Comprehensive plans and policies prioritise safety, healthy choices and the well-being of students. These are very effectively communicated to teachers, students and parents.
- Facilities and grounds are very well-maintained. The school keeps detailed records of safety procedures, clinical information, maintenance routines, bus practices, training sessions and security processes.
- The school has added more safety guards at the main entrance to reduce traffic congestion and enhance student drop-off and pick-up. The school is proactive in addressing any maintenance and safety concerns, often within 24 hours.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- A new behaviour policy, which has less emphasis on anti-bullying and more focus on mutual respect and co-operation, has been developed. There is now more counselling provided when dealing with students' misbehaviour, attendance and punctuality issues.
- The school has effective systems to identify and assess the educational needs of students of determination. The overall quality of support provided for these students is good. For students with gifts and talents, the identification procedures are not robust, and the provision of support is limited.
- There are new initiatives which involve closer monitoring of the well-being of all students. The school is implementing better procedures to share information with students, staff and parents. The provision of academic and career guidance is beginning to be more available.

For Development:

- Select appropriate identification and assessment procedures for students with gifts and talents and develop programme options to meet their personal and academic needs.
- Increase personal support systems for the provision of academic and career guidance.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has recruited well-qualified and very effective staff to support students of determination and to guide their teachers. The school has well-developed policies, and an improvement plan is in place.
- Members of the inclusion team have selected a variety of assessment tools to carry out informal, school-based assessments. Information obtained from local professionals and agencies is utilised for decision-making and organising specialist programmes for students.
- The parents of students of determination are welcomed to the school. A majority of them report that they have been kept well-informed regarding the progress of their children. Efforts are made to engage parents in the development and monitoring of their children's educational programmes.
- Curriculum modifications made by teachers are generally appropriate. However, expectations of progress and knowledge of appropriate intervention strategies, vary from teacher to teacher. This leads to a lack of active engagement for some students.
- Appropriate individualised educational programmes are in place for all students of determination. Tracking, monitoring and evaluation tools are consistently applied across the school by the inclusion team. This results in clear information regarding the progress all students of determination are making.

For Development:

- Provide on-going support to all staff to help them understand the nature of the revised categorisation framework and the related accommodation and differentiation strategies.
- Provide more opportunities for parents to learn about the nature of their children's learning difficulties.

6. Leadership and management

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

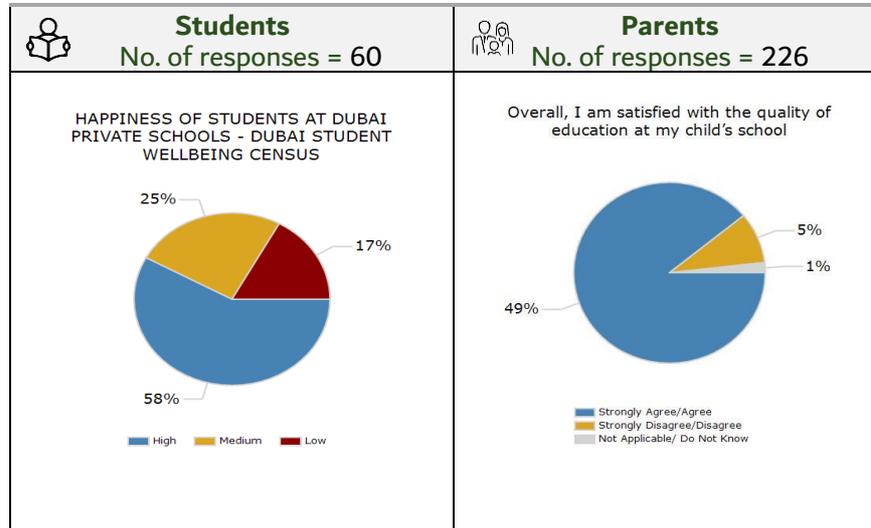
- The principal and senior leaders provide very strong leadership for the school. Most middle leaders are effective. The leadership team has good knowledge of best practice and has the capacity to improve the school further. Leaders feel empowered by the principal and are effective in communicating the school's inclusive vision to all in the school community. They emphasise the importance of the UAE's priorities and developing the whole child.
- The school's approach to self-evaluation is systematic and well-organised. Leaders effectively review lessons and the quality of students' outcomes from workbooks and attainment data. Teachers share good practice well. Through this work, the school has been successful in improving some, but not all, aspects of teaching in the primary phase and the KG. The school's response to the last inspection has been positive. The action plans guide improvement activities, but the goals lack precision and make it difficult to evaluate success.
- Parents are highly supportive of the school and meet regularly with the senior leadership team to solve problems and develop plans together. Most parents are well informed about their children's learning, as a result of the regular and highly-effective communication with the school. Reporting to parents is detailed, regular and constructive and provides areas for improvement in learning. The school makes considerable social contributions to the local community, but its national and international partnerships are not strong.
- The governing board now includes parents, students and individuals with expertise in education. Specific areas of responsibility, such as inclusion, have been allocated to the different members. The board is developing a better understanding of the school, but the impact of this is not evident. The board discusses the principal's reports fully and follows up issues in the school with learning walks and meetings with staff and students. It has funded the refurbishment of the library, but the availability of technology for student use is still limited.
- The school is well managed with consistent routines, well-organised timetables and orderly processes that provide an environment supportive of student learning. Teachers benefit from a thoughtfully-developed professional development plan that is aligned to the school's priorities and designed to provide students with the skills and knowledge needed for the 21st century. Resources are available for teachers and students, but advanced technology, tools, equipment and spaces are limited.

For Development:

- Ensure that the school's self-evaluation processes have a stronger impact, especially in Islamic education and Arabic.
- Ensure action plans have clear precise targets to enable the school to easily measure progress towards achieving them.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Students who responded to the survey express high levels of happiness, optimism and satisfaction with life. Data shows that almost all of them have a positive engagement with teachers at school. Almost all believe they are safe at school, which is in line with the average for schools in Dubai.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They believe their children are safe and happy. Parents feel that teachers have helped their children develop learning skills, and the inspection confirms this view. Most believe that teachers and staff listen to their views and act upon them.

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

