

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



INSPECTION REPORT

2017-2018



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School information

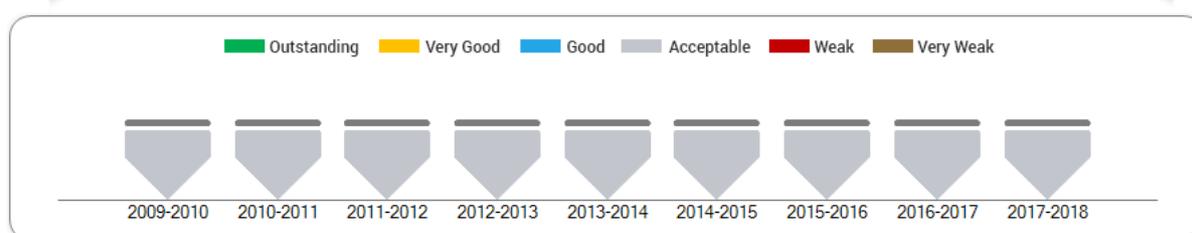
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1988
Website	www.nimsdxb.com
Telephone	042824313
Address	P O Box 3100, Garhoud,Deira,Dubai, UAE
Principal	Dr. Mohammed Aslam Khan
Principal - Date appointed	4/25/2009
Language of instruction	English
Inspection dates	9/25/2017 to 9/28/2017

Teachers / Support staff	
Number of teachers	381
Largest nationality group of teachers	Indians
Number of teaching assistants	8
Teacher-student ratio	1:20
Number of guidance counsellors	6
Teacher turnover	10%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	6510
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	762
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	Indian / CBSE, Kerala State
External tests and examinations	CBSE DHSE (Kerala Board)
Accreditation	NA
National Agenda benchmark tests	IBT

School Journey for New Indian Model School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

New Indian Model School was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is well managed but the leadership of the school has not implemented all the recommendations from the previous inspection report. Governors have increased the resources and funded extra support and training for staff but this has not secured the necessary improvements in the primary phase. Parents are particularly happy with how well the school involves and communicates with them.

Students' achievement

Improvement has been secured in mathematics in Kindergarten (KG). However, students' achievements in all subjects across the school remain the same. The achievement of students in the middle and secondary phases is better than that in primary. Children in the KG achieve particularly well in English and mathematics. Attainment and progress in Arabic is not as strong as the other subjects.

Students' personal and social development, and their innovation skills

Students' personal development and their understanding of Islamic values are strengths across all phases of the school. Students have a strong awareness of the needs of those who are less fortunate. They work hard but their innovation skills are at an early stage of development and their use of technology is being developed.

Teaching and assessment

The outcomes for teaching are similar to the previous year with primary being less strong than the other phases. Some improvements were observed in primary as a result of recent training but not sufficient to show overall improvement. Assessment systems are in place but the number of different assessments used do not provide a clear understanding of how well students are progressing.

Curriculum

The curriculum implementation and adaptation is particularly effective in the KG which results in overall very good achievement. Data from student performance is not used effectively to modify the curriculum in order to improve outcomes for all groups of students.

The protection, care, guidance and support of students

The protection, care and support for students remains as in the previous year. Arrangement to ensure health, safety and security of students are secure across the school. The care and support for students is particularly strong in the KG. There is appropriate support for students with special needs or disabilities (SEND). Attendance and punctuality are at a very good level.

What the school does best

- The outstanding personal and social development of students throughout the school.
- Students' understanding of Islamic culture.
- The very good progress children in the KG make in English and mathematics.
- The day-to-day running of the school is well organised and the school's procedures are effective and efficient.

Key recommendations

- Improve governance and leadership by:
 - ensuring governors hold leaders fully accountable for the school's actions and outcomes and take responsibility for the school's performance
 - clarifying leadership, especially middle leaders' roles and providing training and support for all leaders to accurately monitor and evaluate teaching and learning
 - creating and implementing an improvement plan that focuses on consistency of teaching, learning and assessment across the school, particularly in primary.
- Improve the use of assessment information by ensuring:
 - internal assessments are aligned with external measures of students' attainment
 - the analysis of assessment information is shared with staff and used consistently across the school to guide curriculum and lesson planning.
- Improve the impact of teaching on student learning, especially in primary by:
 - developing teachers' ability to plan lessons with objectives which specify clearly what students are expected to learn
 - designing and presenting tasks that increase students' knowledge and provide them with opportunities to solve problems that develop their understanding and skills.
- Improve provision for students with SEND by:
 - ensuring there are clear identification procedures and appropriate intervention to meet their individual needs.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Very good	Very good	Outstanding

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Acceptable	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good

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

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

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks is below expectations in English, mathematics, and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The leadership identifies and targets the development of most key areas of the National Agenda but does not take the necessary actions to secure improvements.
- The Cat 4 data are analysed, however, the triangulation between CAT 4, internal assessment results and benchmark test results are inhibited by insufficient technology and leadership capacity.
- The school's curriculum has been partially aligned to new TIMSS and PISA requirements, for Grades 4 and 8. Overall the N.A.P data has little influence on curriculum adaptation.
- The analysis CAT 4 tests and N.A.P findings are not used to inform adjustments to teaching strategies.
- There is occasional use of technology to enhance learning and to develop research skills. However, critical thinking, investigations and enquiry are seldom evident.

Overall, the school's provision for achieving National Agenda targets is below expectations

Moral Education

- The school is working to align the UAE moral education programme (MEP) with English and other studies. The MEP action plan outlines the plans for parental and community involvement.
- MEP is generally taught consistently and enables students to access all aspects of the programme.
- When provided with the opportunity, students share their prior knowledge ideas and thoughts. The large majority can apply MEP learning concepts to their own experiences.
- Student's learning in the MEP classes is assessed through completion of worksheets. The school action plan has identified the need for a rigorous assessment system.

The school's implementation of the UAE Moral Educations Programme is developing.

Social Studies

- The school offers UAE social studies in English as a discreet subject and uses the MoE textbooks selectively, modifying the curriculum to integrate with the school CBSE curriculum.
- Teachers have thorough subject knowledge and develop effective cross curricular links in lessons. Teaching mostly engages students in lessons, however there are inconsistencies across phases.
- Most students work well collaboratively and in the better lessons, critical thinking, problem solving and inquiry are developed.
- Teachers use formative and summative assessment strategies. Learning outcomes are assessed, however the information is not consistently and effectively used to inform teaching and curriculum planning.

The school's implementation of the UAE Social Studies Programme is developing.

Innovation in Education

- Some students are encouraged to think innovatively and work in creative ways but the impact of their work is limited. The use and application of learning technologies by students is inconsistent.
- A group of students have successfully set up community awareness and fundraising ventures to support local and international environmental causes.
- Reference is made in lesson plans to activities promoting students' innovation learning skills but these are not integrated coherently into the learning activities.
- The curriculum is being adapted to ensure that all students routinely have access to opportunities and resources to support creative and innovative practices.
- Leaders show a commitment to the promotion of a culture of innovation. Monitoring, review and adaptation of the culture of innovation is inconsistent.

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

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Attainment and progress remains strong across the school. In the phase, secondary, girls display better understanding of key concepts and values and how these impact on their lives. In some lessons, progress is hindered by the provision of low level of challenge tasks especially during group work.
- Students' understanding of key concepts and beliefs is stronger than their recitation and interpretation skills of prescribed verses from the Holy Qur'an. Application of Islamic values is a strength across the school.
- Students' achievements overall are similar to previous year. The impact of Holy Qur'an memorisation classes at the school's masjid is limited, as only a small percentage of boys are enrolled.

For development

- Improve students' skills in reciting and interpreting verses from the Holy Qur'an.
- Enable students to make meaningful links between the Holy Qur'an and learned concepts and values.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students' attainment and progress are within curriculum expectations in all phases. Students in the middle phase are more dependent on extracting information from the text rather than forming their own sentences when responding to questions.

- Students are able to read familiar texts and understand the main idea as well as follow teachers' instructions; however, they have limited oral and written communication skills. Their handwriting is legible and mostly free of spelling mistakes.
- Overall the provision in the school is based on textbook topics focusing on acquisition of new vocabulary, without a clear focus on developing communication skills. This hinders further progress especially in upper phases.

For development

- Improve students' communication skills so they are able to participate in meaningful conversations.
- Enable students to express their own ideas in writing using appropriate structures and vocabulary.

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

- Children in the KG, make very strong progress from low starting points. In other phases, attainment and progress are outstanding when measured by internal CBSE curriculum assessments. However, this is not reflected in the results achieved in international benchmark assessments or in the work produced by students in lessons.
- The development of speaking, listening and grammar skills are emphasised effectively in the primary phase. In other phases, there is a greater focus on reading and writing for a range of purposes. Writing skills in the secondary phase are generally stronger.
- There is an increased emphasis on the critical evaluation of poetry and wider literature. As a result, the majority of students in the middle and high school phases are able to confidently and accurately examine and critique a wider range of literature.

For development

- Increase the opportunities across the school, for students to further develop extended writing skills in a variety of genres, including creative and imaginative writing.

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

- The majority of students' attainments are above the relevant curriculum standards in the primary, middle and secondary phases. They make better than expected progress in these phases. Children's achievements in KG, are stronger due to more opportunities to use mathematical language.
- A few teachers plan their lessons carefully and provide a series of activities which challenge different group of students. Where there are notable differences in students'

attainment and progress, particularly in primary, there is a lack of challenge and work is not accurately matched to students' abilities.

- Problem solving is now a common feature of mathematics lessons. In the better lessons, students are regularly presented with increasingly complex arithmetical processes and mathematical concepts; in contexts where they must identify the quantities that have to be processed to establish a solution.

For development

- Reduce the differences in students' attainment and progress in each phase by ensuring that all teachers implement lessons that take account of the learning needs of different student groups.
- Provide students with learning activities matched closely to their capabilities.

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

- Across the school, students' attainment and progress in science varies from very good in the secondary phase to acceptable in the primary phase. It is strongest in the secondary phases where there is a focus on investigative skills
- In all phases, students have strengths in knowledge acquisition and recall. In the higher phases, scientific skills, such as predicting, testing, observing, recording, analysing, synthesising and communicating, are more strongly developed, As a result, there is stronger student achievement.
- International Benchmark results from Grades 3 to 10 indicate significant weaknesses in scientific knowledge and understanding. Students' results in Grade 10 CBSE and Kerala examinations are strong, but Grade 12 CBSE and Kerala examination results are more inconsistent.

For development

- Develop across all phases, a focus on enquiry, investigation, critical thinking and problem solving.
- Challenge students to look for evidence and to link concepts to real-life situations, events and objects in all science lessons.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Acceptable	Good	Good

- Overall, learning skills are well developed in the KG, middle and high school phases. The majority of students show sustained concentration in lessons and take responsibility for their work. This is less evident in the primary section.
- The majority of students demonstrate strong collaboration skills. This is evident in the secondary school where students listen carefully to other ideas, make meaningful contributions and challenge one another in a thoughtful and critical manner.

- The use of learning technologies has increased with more students using their own devices in lessons. Students' ability to think critically, examine and interpret sources of information and participate in more detailed research tasks is less well developed.

For development

- Provide critical thinking opportunities to enable students to deepen their knowledge and understanding of key concepts and develop ways of independently solving problems.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Outstanding behaviour is evident throughout the school in all phases. Children in the KG, respond extremely positively to adult guidance, playing and learning harmoniously. All students behave well whether supervised or not, bullying is extremely rare.
- Students show concern and empathy for others during lessons, where they readily offer each other support, for example, when helping less confident peers or students with SEND. Mutually respectful relationships between adults and students permeate school life.
- Students understand the value of healthy eating and exercise. The school promotes a healthy lifestyle as is evident by the displays in the corridors as well as the presentations made by students during assembly.

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

- Understanding and awareness of Islamic values is excellent across the school. Students in upper phases are more articulate about world cultures.
- Students demonstrate excellent understanding and respect for Emirati heritage and culture. Their appreciation is reflected in their enthusiasm when participating in National Day and other Emirati celebrations.
- Students appreciate the diversity in their school and display great respect for each other. Students from different countries do not have sufficient opportunities to celebrate their own heritage.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Very good	Very good	Outstanding

- Students participate in constructive activities that benefit the school and local community. The senior Student Council, makes significant contributions to the school by maintaining discipline and taking responsibility for the school environment.

- Almost all students demonstrate a very good work ethic, a willingness to learn and follow instructions. In the KG, children are encouraged to be independent. Secondary students have opportunities to undertake independent research and develop skills in analysis and evaluation.
- Students take pride in their school and have a strong focus on improving their environment through participation in charity events and competitions. However, primary and middle school students have limited opportunities to initiate projects which can improve their environment.

For development

- Provide all students with opportunities to celebrate their own culture.
- Ensure primary and middle school students have opportunities to initiate projects that make a difference in their environment.

3. Teaching and assessment

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

- Teaching is better in the KG, middle and secondary phases. In the primary phase, it remains acceptable as work is not as consistently matched to the abilities of the students. As a result of improvements in the teaching of mathematics in KG, children's achievements are stronger.
- Not all teachers plan lessons that take account of the needs of different groups of students. These lessons do not have a clear focus on what students are expected to learn, particularly in the primary phase.
- A minority of teachers design and present students with tasks which not only increase their knowledge but provide opportunities to solve problems and develop understanding and skills. However, in a significant number of lessons this is not evident.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Good	Good

- In the KG, teachers have a secure knowledge of children's strengths and weaknesses and keep comprehensive records. In the primary phase, measures of student attainment are not always valid, coherent and consistent.
- In Grades 10 and 12, the school benchmarks students' academic results through external examinations. All students in Grades 3 to 10 are benchmarked against international expectations. However, the results of these tests are not aligned to internal assessments.

- The school does not have a reliable student progress tracking system. Teachers analyse data, including CAT 4 and IBT, but it is not used to inform curricular and teaching modifications.

For development

- Improve teaching in the primary phase by ensuring that all teachers plan lessons which consistently meet the needs of different groups of students.
- Provide a coherent and consistent school wide assessment policy to ensure that all data is valid, reliable and provides clear measures of student progress.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Acceptable	Good	Good

- The curriculum is balanced and compliant across all phases. In the KG, the key subjects are enhanced by additional learning with clear emphasis on emotional and social development. In primary, the focus is more on knowledge rather than on understanding and skill development.
- The content and learning experiences follow a planned progression. However, there is inconsistency in the delivery of some subjects in the primary phase. Cross-curricular learning is more successful in the KG, English, mathematics and Islamic studies.
- Although the curriculum is reviewed periodically, data from student performance in external examinations is not used effectively to inform improvements.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- The KG curriculum is modified regularly to meet the needs of most children. Adaptation of the curriculum in the other phases is not focused or consistent enough to provide support to all groups of students.
- Students participate in activities that create awareness of concerns for the wider world and their role in it. Green projects, participation in walks and fund-raising activities support students in the middle and high phases, to develop a responsible attitude towards society.
- UAE social studies has deepened students' understanding and respect for the Emirati society but it is still developing. Celebration of National Festivals and visits to museums are integrated into the curriculum in all phases.

For development

- Use the analysis of data from external examinations more efficiently to inform the changes required following a curriculum review.
- Involve more students in activities that provide greater understanding of Emirati culture and society.

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

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

- There is now a comprehensive policy and set of procedures for the safeguarding of students. They include processes for child protection, internet safety, and responding to bullying. Not all of the staff and students fully understand the operation of the cyber-safety policy.
- Students are supervised well throughout the day especially on school transport. The clinic is a notably effective resource. The doctors and nurses provide a systematic programme of monthly health promotion activities across the school.
- Developments in several areas of the school premises have improved the learning environment. Prompt action is taken in response to the monthly checks on the buildings and equipment.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Good

- The quality of care and support is positively, consistently and purposefully implemented. In the KG, the importance of mutual respect, happiness and courtesy are effectively promoted.
- Attendance and punctuality is managed in a strategic and sensitive manner. There are high expectations of all students to show good timekeeping. Parents are very supportive of the school's efforts and are willing partners in this positive area of school life.
- Procedures to formally diagnose students with SEND are not rigorous. Students' progress is better where there is accurate identification of need and precise individual education planning (IEP) but this is not consistent. Secondary students have access to confidential personal support in choosing a career path.

For development

- Ensure all staff and students understand the operation of the cyber-safety policy.
- Implement a rigorous and appropriate identification and support system for students with SEND.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Governors and school leaders are committed to inclusive education and have provided a generous range of resources to support provision. There is a willingness to involve all staff in a whole school approach to inclusion.
- The identification process is not consistently in line with the KHDA categories for SEND. Reports from experts in the areas of sensory and communication needs are not used when identifying interventions.
- Parents are willing to work with the school to support individual education planning. However, their involvement in the assessment and development of a personalised plan for their children is inconsistent.
- When the identification and assessment process accurately reflects a students' need and offers curriculum modifications, students' progress is better. However this is not common.
- Progress ranges from acceptable to good, and is more consistent when the class, support teacher, counsellor and parents are all involved in planning the appropriate outcomes for an individual student.

For development

- Strengthen identification procedures for SEND and match interventions to each student's needs.
- Involve parents in the identification processes and in the design and implementation of IEPs.

6. Leadership and management

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

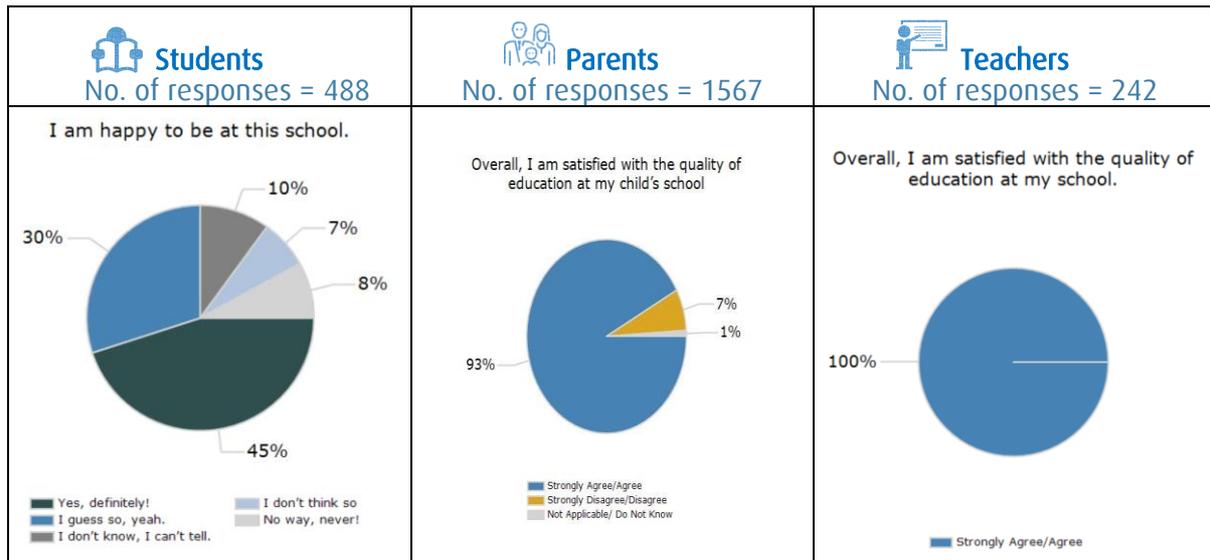
- Senior leaders share a sense of purpose and successfully communicate the school's aims. Not all leaders, including middle leaders, have an understanding of best practice in teaching, learning and assessment. Leaders have established a positive learning culture and understand that further improvements need to be made but are not always successful in implementing them.
- Self-evaluation is increasingly used in the school's improvement planning but is inconsistent in practice when monitoring teaching and learning. School improvement plans contain appropriate actions and achievable goals but do not always result in improvement especially in the primary phase. This has prevented the recommendations from the previous inspection report from being fully addressed.
- Parental involvement makes a positive contribution to school life. Parents are well informed about their children's learning and development. The school uses a range of methods to communicate with parents and reporting on students' progress is regular and sufficiently detailed. However, reports do not enable parents to compare their children's performance with those internationally. Charitable organisations work closely with staff and students.
- The governing board regularly considers the views of stakeholders. It actively seeks the evaluation from external consultants and monitors the school's actions. It has not been fully effective in ensuring significant improvement in teaching, learning and students' achievement in the primary phase. The board understands the importance of the National Agenda but has not been fully effective in meeting the requirements.
- Most aspects of the day-to-day running of the school are well organised and the school's procedures are effective and efficient. The school is adequately staffed and the majority of teachers are suitably qualified. The number of books in the library are not adequate for the size of school and three science laboratories do not meet the requirements of the curriculum.

For development

- Ensure that all leaders have a clear understanding of what is best practice in teaching, learning and assessment.
- Develop improvement plans that focus on greater consistency of teaching, learning and assessment across the school but especially in the primary phase.
- Ensure the governing board holds senior leaders fully to account for the quality of the school performance, including the achievements of students in primary, and meeting the National Agenda requirements.
- Increase the number of library books and ensure the science laboratories meet curriculum requirements.

The views of parents, teachers and senior students

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



 Students	<p>There are many comments from students about the lack of sports facilities in the school and about the difficulties of the afternoon shift, especially with regard to the heat.</p>
 Parents	<p>Almost all parents are satisfied with the quality of education provided by the school. They feel students get along well together and are well behaved and respectful to adults. They believe their children are safe in school and on school transport. This is supported by the inspection findings.</p>
 Teachers	<p>All teachers state that they are happy with the education at the school and that parent-teacher meetings keep parents informed about how well their children are progressing. They believe the adults in school support each child to become a better person. This is confirmed as an area of strength in the inspection.</p>

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