



**المعرفة**  
Knowledge



# THE INDIAN INTERNATIONAL SCHOOL (DSO BRANCH)

## INDIAN CURRICULUM

**GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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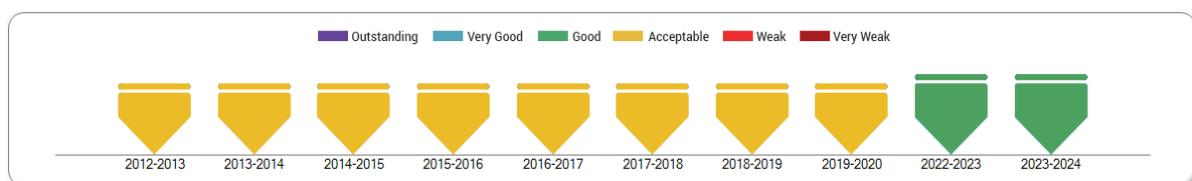
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## SCHOOL INFORMATION

<p>GENERAL INFORMATION</p>	Location	Dubai Silicon Oasis
	Opening year of school	2011
	Website	<a href="https://iisdso.ihsdubai.org/">https://iisdso.ihsdubai.org/</a>
	Telephone	97143423909
	Principal	Rebecca Antony
	Principal - date appointed	9/23/2018
	Language of instruction	English
	Inspection dates	09 to 13 October 2023
<p>STUDENTS</p>	Gender of students	Boys and girls
	Age range	4-15
	Grades or year groups	KG 1-Grade 10
	Number of students on roll	3143
	Number of Emirati students	0
	Number of students of determination	128
Largest nationality group of students	Indian	
<p>TEACHERS</p>	Number of teachers	246
	Largest nationality group of teachers	Indian
	Number of teaching assistants	35
	Number of guidance counsellors	6
<p>CURRICULUM</p>	curriculum	CBSE
	External Curriculum Examinations	International Scholastic Association (ISA,) New Group Reading Test (NGRT), ABT, Cognitive Abilities Test (CAT4) Arabic Benchmark Test (ABT)
	Accreditation	CBSE

## School Journey for THE INDIAN INTERNATIONAL SCHOOL (DSO BRANCH)



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Progress in Islamic Education is good. In Arabic, progress remains acceptable in Middle and Secondary. Students make very good progress in English, mathematics and science. In English, mathematics and science, good levels of attainment are sustained in Kindergarten (KG), Primary and Middle. Students' learning skills are very good in Secondary and good in the other phases.
- Students demonstrate very positive and responsible attitudes. Their behaviour is commendable. Their appreciation of Emirati heritage and culture is a strength. They are proud of being part of the UAE. Students participate in appropriate projects developed by student council members, including artificial intelligence and the construction of robots.

### Provision For learners

- Teaching is good in all phases. Teachers use a range of strategies to engage students in learning. Leaders understand the importance of collecting and analysing data. Assessment processes are well developed. The use of assessment information to inform planning is less successful in Primary.
- The CBSE curriculum is well planned and aligned to the school's vision and UAE national priorities. A wide range of extra-curricular activities is offered to students within and outside school to enhance their entrepreneurial, innovatory and social skills. Students participate in club activities and competitions that match their interests and abilities. Students in Secondary are very well prepared for the next phase of their education.
- Students' health and safety are a very high priority in the school. All members of staff are regularly trained in health and safety, child safeguarding and protection. Safety on transport is very secure. Teachers and students have very positive relationships based on mutual trust and respect. Processes to identify students of determination have improved. Dedicated counsellors provide personalised advice and guidance

### Leadership and management

- The highly competent principal has the support of all other leaders and members of staff. Prioritising consistency in teaching is an agreed target. Parents report how welcoming members of staff are and how rapidly they respond. Extensive shaded areas have been provided by the governors, who have overseen improvements within the school. Resources to support reading, including greater access to library time, do not receive high enough priority.

### Highlights of the school:

- The good progress of the majority of students in Islamic Education.
- In Secondary, students' very strong learning skills resulting in their very good performance in English, mathematics and science.
- Students' excellent attitudes to school, their work ethic, self-discipline, courtesy and behaviour.
- Students' awareness of Islamic values and culture, and their promotion of conservation and sustainability.
- The outstanding arrangements for students' health and safety in generous facilities.

### Key recommendations:

- Raise achievement in Arabic as an additional language by setting higher expectations and greater levels of challenge.
- Ensure that teaching is of a consistently high quality in all subjects and phases. Ensure that reading and all other assessment data are used effectively to meet the needs of all groups of students.





# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Acceptable	Acceptable
 English	<b>Attainment</b>	Good	Good	Good	Very good ↑
	<b>Progress</b>	Good	Good	Good	Very good ↑
 Mathematics	<b>Attainment</b>	Good	Acceptable	Good	Very good ↑
	<b>Progress</b>	Good	Good	Good	Very good ↑
 Science	<b>Attainment</b>	Good	Good	Good	Very good
	<b>Progress</b>	Good	Good	Good	Very good

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

## 02 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 ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

## 03 Teaching and assessment

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

## 04 Curriculum

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

## 05 The protection, care, guidance and support of students

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

## 06 Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## Focus Areas

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met fully</b>	
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	<b>Whole school</b>	<b>Emirati cohort</b>
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<b>B. International and Benchmark Achievement</b>	<b>Good</b>	<b>Not applicable</b>
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- In the Progress in International Reading Literacy Study (PIRLS) test, the school did not meet its target but maintained a score that was above the centre point. In the National Agenda Parameter Tests (NAP), outcomes were very successful in science but less so in English and mathematics in Primary. Overall, across all subjects, the school made an improvement of one level.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>	
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- Senior leaders have made changes and adaptations intended to meet students' needs better in relation to benchmark test results. Middle leaders are fully aware of their responsibilities as heads of subject. They are skilled at analysing the data from assessments in order to direct future planning. The changes are beginning to have an impact.

	<b>Whole school</b>	<b>Emirati cohort</b>
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<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Not applicable</b>
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- The most recent assessments reveal that most students' reading literacy scores are in line with expectations. Data from successive tests indicate that the percentage of students reaching, or exceeding, expectations is steadily improving. Leaders implement intervention strategies to target groups of students who are in need of support. However, only the majority of teachers in English, mathematics and science are using the data to help them to plan lessons which effectively meet the reading needs of all groups of students. The process is still developing.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Ensure that the wealth of assessment data available in the school is understood and used by all teachers to influence their planning.
- Develop the whole-school focus on reading and ensure that it receives the same analytical approach as all other subjects.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

**The quality of wellbeing provision and outcome is at a good level.**

- The principal, senior leaders and members of the wellbeing department are dedicated and committed to a strong vision of wellbeing. Evidence from monitoring and scrutiny of survey data identifies the ways in which wellbeing permeates all aspects of school life. The school's progress in developing wellbeing is gaining momentum. Leaders sustain and embed improvements to maximise wellbeing for everyone in the school community. Wellbeing student leaders are alert to the importance of happiness and health in the community. However, opportunities to initiate wellbeing activities are limited.
- The wellbeing leader, staff, counsellors and the careers officer make a strong team. They listen to and are available to assist the school community with academic, social, emotional and career support. Older students mentor younger students and undertake 'wellbeing influencer' roles. New teachers have an effective broad induction programme, including an allocated mentor to support them. Planned activities for the wellbeing of members of staff are well received.
- Wellbeing is skilfully integrated into school life. Teachers nurture and support positive classroom climates in which wellbeing is fostered. Students generally manage and develop their wellbeing through opportunities to build confidence, to collaborate, to work independently and to achieve personal success. Students feel safe. They are positive about the school. They understand the links between a sensible diet, exercise and good health. They are aware of the need for on-line safety. There are good relationships between students and members of staff.

### For Development:

- Ensure that teachers foster classroom environments in which all students achieve high levels of engagement, resilience and achievement.
- Enhance the leadership opportunities for those students on the wellbeing committee so that they play an increasingly active role in the development of wellbeing initiatives.

## UAE social studies and Moral Education

- The school offers UAE social studies and moral education based on the latest Moral, Social and Cultural Studies (MSCS) Framework. Students receive two UAE social studies lessons, each of 40 minutes per week, and one weekly moral education lesson of 40 minutes.
- The curriculum is effectively planned to ensure compliance with Ministry of Education (MoE) requirements. Schemes of work are closely aligned to the MSCS curriculum standards. The subjects are taught by appropriately qualified teachers who routinely plan their lessons and use a range of strategies and resources. Students participate in projects, school assemblies and a range of local and community events. They are assessed by final examinations and by teachers' ongoing procedures.

## Arabic in Early Years

- Arabic is taught in KG2 for 40 minutes, once per week, by one Arabic teacher who is appropriately qualified in the subject. The school uses a modified form of the MoE curriculum to prepare children for Arabic in the primary phase. The curriculum includes activities such as songs and language games. Children learn the letters of the alphabet, numbers, the names of some animals and greetings. Teachers track children's progress in lessons and share the outcomes with parents.



# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Good ↑	Good

- Most students demonstrate the expected knowledge and understanding of the subject. Achievement is stronger in Primary. A large majority of students make better than expected progress in all phases. There are no significant differences between boys and girls. The school's internal data show higher attainment.
- Students demonstrate strong understanding of Islamic values. They have secure knowledge and understanding of the Holy Qur'an and the Noble Hadith. Most students refer to them for evidence. Their knowledge of Seerah and key events in the life of the Prophet Mohammed (PBUH) is less secure.
- Students' practice of the Holy Qur'anic recitation, following Tajweed rules in the Holy Qur'an classes, helps to improve their recitation and memorisation. However, the impact is not consistently strong across the school, particularly in the middle and secondary phases.

#### For Development:

- Improve students' recitation and memorisation skills of the Holy Qur'an in all phases.
- Improve students' knowledge of Seerah by making links to the life of the Prophet Mohammed (PBUH), and to the Holy Qur'an and the Noble Hadith.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Acceptable	Acceptable

- In lessons and in recent work, most students attain the expected MoE curriculum standards. Students in Primary achieve better than those in Middle and Secondary. External assessment data are more aligned to students' performance in lessons and recent work.
- Listening is stronger than the other language skills. Students understand most instructions and respond to them appropriately. Their limited vocabulary and comprehension skills make it difficult for them to express themselves freely in new contexts or to understand written texts. Speaking mostly comprises memorised language patterns.
- The increased opportunities for students to use language has improved their language skills, notably in Primary. In the other phases, students do not have enough opportunities to use Arabic extensively or meaningfully.

**For Development:**

- Ensure that students develop what they speak, read and write by improving their range of vocabulary.
- Provide more opportunities for students to speak and write Arabic more creatively in everyday contexts.

**ENGLISH**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Good	Good	Good	Very good ↑
<b>Progress</b>	Good	Good	Good	Very good ↑

- Children in KG make rapid progress in developing their early language and literacy skills through active learning. Students in Secondary attain very high outcomes in external benchmark assessments. In the other phases, students' English skills, especially reading, remain steady.
- Students' speaking and reading skills are significantly stronger than other aspects of English. Their competence and confidence in speaking increase as they progress through the school. The majority of secondary students effectively use digital platforms to improve their reading comprehension and inference skills.
- Students make steady progress in developing their knowledge, understanding and application of English writing conventions and techniques. They have too few opportunities for extended and creative writing. Older students can express themselves clearly. They support their opinions with credible arguments.

**For Development:**

- Improve students' knowledge and application of English writing conventions and techniques and encourage them to write extensively, for a range of different purposes.
- Improve students' language skills, especially reading, and particularly in KG, Primary and Middle.

## MATHEMATICS

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Good	Acceptable	Good	Very good ↑
<b>Progress</b>	Good	Good	Good	Very good ↑

- Attainment and progress are strongest in Secondary as older students' ability to interpret and understand problems is more developed. In the other phases, the majority of students are making better than expected progress from their starting points.
- Role-play scenarios, such as the 'Active Café', help students in Primary to apply their understanding of money by linking the topic to everyday life. In Secondary, students can demonstrate and apply how trigonometric ratios are used to calculate the height of buildings.
- In the lower phases, the increased focus on critical thinking and reasoning is slowly having an impact. In Secondary, students enjoy the challenges which they tackle. As a result, students' outcomes improve in this phase.

### For Development:

- Meet students' needs more effectively in the lower phases by giving them more opportunities to experience active learning and practical mathematics.

## SCIENCE

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Good	Good	Good	Very good
<b>Progress</b>	Good	Good	Good	Very good

- Students' achievement is secure across all phases. It is stronger in Secondary and supported by students' work in lessons and external assessment data. Older students use and apply their knowledge and understanding of scientific inquiry to find solutions and solve problems.
- In KG and Primary, scientific inquiry is developed through the use of appropriate vocabulary and simple experiments. Students can demonstrate how shadows are formed when light falls on different objects. In Middle, students develop practical skills through investigation in the laboratory.
- The school has focused on developing scientific inquiry and investigative skills. Critical thinking and problem-solving are stronger in Secondary. Students investigate and find out how important it is to monitor the potential of hydrogen (pH) value in a human body to maintain good health.

### For Development:

- Provide more opportunities for students to carry out independent research, critical thinking and problem-solving activities across the lower phases.

## LEARNING SKILLS

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

- Students in all phases are eager to learn. Children in KG make good progress in developing and applying their language and learning skills through enjoyable, skills-based, practical learning activities. Students in Secondary effectively develop the skills required to perform very well in examinations.
- Students interact very well with their teachers and classmates. They regularly engage in productive collaborative learning activities to discuss their thinking and to develop their ideas. Students frequently make connections in their learning to everyday issues and sometimes to other subjects.
- The development of critical thinking, problem-solving and investigation features in many lessons. Opportunities for students to develop the full extent of their learning skills are not fully capitalised in Primary and Middle. Students often use technology independently to access online learning platforms.

**For Development:**

- Ensure that students have opportunities to develop the full extent of their learning capabilities in Primary and Middle.



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- In all phases, students demonstrate very positive and responsible attitudes towards learning and the school. They have strong relationships with one another and with their teachers. They are sensitive to the needs of others and show genuine concern for them.
- Students' commendable behaviour is a strength of the school. They are self-disciplined and respond positively to critical feedback. Well-planned initiatives, including emotional and social support programmes for students, strengthen these aspects.
- Students are very aware of healthy lifestyles. Most make healthy eating choices and participate in the school's sports activities. They are generally punctual to classes. Although attendance has improved, attendance rates remain only good overall.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Throughout the school, students demonstrate a strong awareness of Islamic values and understand their relevance to most aspects of life in the UAE. These values form an integral part of students' daily interactions.
- Understanding and appreciation of Emirati heritage and culture are strengths of the school. Students are proud of being part the UAE where, they believe, people live together in peace and harmony. Almost all speak knowledgeably about the history and traditions of the UAE.
- Students' awareness of their own cultures and world cultures has improved. School activities, including assemblies, promote cultural awareness. Students can speak with some degree of awareness about the pyramids of Egypt, Japanese food and English literature.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students' participation in charity and community projects enables them to develop a sense of civic responsibility and empathy towards others, both in school and in the wider community.
- Positive attitudes, perseverance and a commitment to succeed, foster students' reliability and resilience. They participate in projects and activities. Student council members consistently work to develop ideas into projects, such as investigating artificial intelligence and building robots.
- Students speak passionately about the environment and their commitment to supporting sustainability within the school, the community and the world. When discussing current environmental issues, they demonstrate excellent knowledge of the UAE's hosting of the Conference of the Parties on climate change..

### For Development:

- Develop students' understanding and appreciation of the history and traditions of the UAE.

### 03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good	Good	Good	Good

- The majority of teachers effectively apply their subject knowledge and use a range of strategies and resources, particularly technology, to facilitate teaching and to engage students in learning. Significant variations in teaching standards exist within and between subjects. Teaching is least effective in Arabic.
- Teachers generally plan their lessons well, identifying learning objectives and providing associated learning tasks with success criteria. They interact well with students, and use appropriate questioning to engage students in discussions and to check their understanding. Most teachers use time effectively.
- Teachers use a range of activities and questioning techniques to challenge students at an appropriate level. They effectively promote critical thinking, problem-solving, reasoning and investigative skills.

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Good	Acceptable	Good	Good

- Assessment processes across all phases are appropriate. They give leaders an accurate overview of attainment and progress. However, teachers do not make full use of this assessment information in their lesson planning.
- The school has an understanding of the importance of collecting data from a wide variety of sources. This information is analysed by leaders to help them to identify strengths and weaknesses in students' outcomes, both in subjects and in reading.
- There has been some improvement in the use of assessment in Islamic Education and in mathematics, but less so in Arabic. The use of assessment data to meet all students' needs effectively is slowly developing, but has yet to have any real impact.

#### For Development:

- Ensure greater consistency in the quality of teaching and address the significant variations that exist both within and between subjects.
- Ensure that all teachers understand how to interpret and use data in lesson planning to meet the differing learning needs of students.

## 04 CURRICULUM

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Good	Good	Good	Very good ↑

- The curriculum is well planned and has a clear rationale. It is aligned with the requirements of the CBSE, the school's vision and UAE national priorities. It is broad and balanced with a focus on developing knowledge and skills.
- Progression ensures smooth transition between phases. Students in Secondary are very well prepared for the next phase of education. Curricular choices are stimulating. They include many opportunities for students to develop their creative, innovative and imaginative skills.
- Cross-curricular links and applications to everyday contexts are effectively integrated and promote transfer of learning. Leaders carry out regular reviews to ensure that the needs and aspirations of most students are met.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Good	Good	Good	Very good ↑

- Leaders regularly modify the curriculum in response to gaps in learning identified through internal reviews and external assessments. These modifications are implemented more successfully in Secondary than in the other phases.
- Students enhance their entrepreneurial, innovatory and social skills through a wide range of extra-curricular and cross-curricular activities. They participate in clubs and competitions that match their talents, interests and abilities.
- The school promotes community initiatives and links with other establishments. Students have ample opportunities to contribute socially and to develop a comprehensive view of the UAE and of Emirati culture.

### For Development:

- Ensure that leaders and teachers make full use of information from assessments to modify the curriculum to meet the needs of all groups of students, particularly in Primary and Middle.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Buildings and outdoor areas are routinely checked and rigorously maintained. The facilities are very clean and accessible, with ramps into almost all buildings. Detailed and secure records are kept. Students' safety around school transport is carefully monitored.
- The school places a high regard on students' physical fitness. Medical personnel and the physical education department support healthy lifestyles. There are daily water breaks. Class monitors check that students bring healthy foods to school.
- Students' health and safety are high priorities. All members of staff are thoroughly and regularly trained on health and safety, and on safeguarding and protection. School cyber-safety measures are rigorously promoted.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Good	Good	Good	Good

- Teachers know all their students well. They have built very positive relationships based on mutual trust and respect. Attendance is monitored carefully. The school is informed of students' absences through the parent portal.
- Processes to identify the educational and personal needs of students of determination have improved. Targets for improvement are accurate. Subsequent adaptations and support are appropriate for most students, including those with more complex needs.
- The identification of those students with gifts and talents is emerging. The school provides a wide range of extra-curricular activities to cater for their needs. Highly committed members of staff, including counsellors, provide personalised advice and guidance. Students' wellbeing is effectively monitored.

### For Development:

- Ensure that interventions, modifications and support are expertly delivered to maximise progress for all students.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- A clear vision informs the work of the inclusion department. Priorities for enhancement are integrated within the school development plan. Leaders focus on ensuring that all students achieve as highly as possible, both academically and personally.
- Identification and intervention processes are firmly established. Awareness of the barriers to students' learning informs regular adjustments. Collaboration with external specialists enhances the accuracy of identification and interventions. Well-trained support staff and class teachers ensure the delivery of programmes, which are mostly effective but not well monitored.
- Important channels of communication with parents make use of individualised reports and technology. Parents appreciate the high-quality support both for them and for their children. Regular, effective guidance results in increased confidence to help at home.
- Generally, classroom atmospheres are supportive and engaging. They enable students to develop appropriate skills, and they promote wellbeing, achievement and character development. The provision of alternative education pathways for students with complex learning profiles is progressing. Barriers to learning are diminishing.
- Whole-school systems of monitoring and assessment provide information on achievement. For some students with complex needs, there is not enough detailed information. There are many examples of students of determination achieving certificates and moving successfully into upper secondary education, with rising levels of achievement.

### For Development:

- Ensure that the impact of staff training in the delivery of individualised, differentiated curriculum experiences is monitored effectively.
- Tailor academic and pastoral targets for those students with complex needs to measure small steps of progress accurately.



## 06 LEADERSHIP AND MANAGEMENT

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

- Led by a highly competent principal, the school's senior and middle leaders demonstrate professional competence and commitment to wellbeing and inclusion. Leaders work strategically to ensure that each phase of the school improves progressively. Leaders work with all stakeholders to agree priorities, which focus on students' outcomes. An agreed target for leaders for the coming year is the prioritisation of consistency in teaching to impact more successfully on the outcomes of all groups of students.
- Self-evaluation processes are systematic and rigorous, and involve all stakeholders. Key priorities are reflected in the school improvement plan. The analysis and appraisal of data have led to improved performance in many aspects of the school's work. Various initiatives to raise students' achievement, particularly in Arabic, and more effective assessment strategies in Primary, have yet to show significant impact. The monitoring and evaluation of classroom practice are not rigorous enough to lead to better teaching in all phases.
- The school is very successful in engaging with parents as partners in their children's learning and personal development. Parents report that school leaders and members of staff are welcoming and respond readily to any concern. They fully appreciate how inclusive the school is, and how the wellbeing of the whole school community is supported through various programmes. Reports on children's progress are clear and fully understood. They contain explicit targets for improvement.
- The governing board is representative of all stakeholders. Members' expertise is used to support the self-evaluation processes, to identify priorities, to allocate resources and to review leaders' performance. The board has provided extensive shaded areas since the previous inspection. In addition, members have overseen improvements in many aspects of school life. Members of the board do not yet focus adequately enough on improving teaching and students' outcomes across all phases.
- A structured and orderly set of daily routines impacts positively on the wellbeing of students and staff. Effective timetabling ensures that students are productively engaged in positive learning experiences and outcomes in most subjects. Resources to support literacy and reading, including greater access to library time, are lacking. Professional training to improve teaching across all phases does not have enough focus or direction.

### For Development:

- Ensure that governors and leaders develop consistently high-quality teaching in all phases, underpinned by focused professional training.
- Review current initiatives to improve Arabic and assessment practices in Primary.
- Provide modern resources to support literacy and reading, including greater access to the library.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)