



**دبي**  
Knowledge المعرفة



## GULF INDIAN HIGH SCHOOL INDIAN CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**VERY GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1979
	Website	www.gihsdubai.com
	Telephone	97142824455
	Principal	Muhammad Ali Kottakkulam
	Principal - date appointed	4/1/2016
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2375
	Number of Emirati students	0
	Number of students of determination	196
	Largest nationality group of students	Indian



TEACHERS

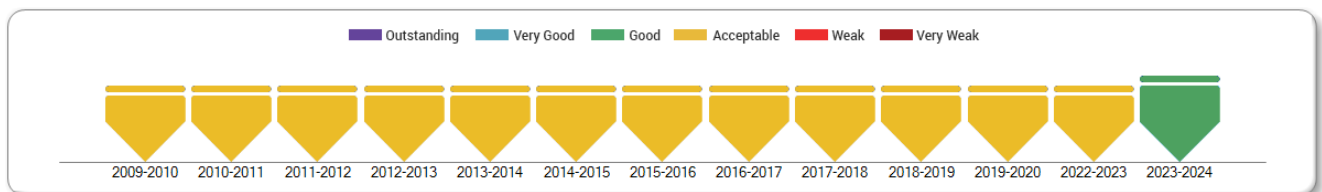
	Number of teachers	154
	Largest nationality group of teachers	Indian
	Number of teaching assistants	6
	Number of guidance counsellors	1



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

### School Journey for GULF INDIAN HIGH SCHOOL



## 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

- Students demonstrate higher levels of achievement in English in the primary, middle and secondary phases. In the secondary phase, students demonstrate higher levels of achievement in mathematics than in science. There is no difference in achievement in English, mathematics, and science in KG and Primary. In Islamic Education achievement is good, with very good progress in Secondary. Students' achievement in Arabic is acceptable across the school.
- In all phases students demonstrate positive and responsible attitudes towards school and their learning. They are self-disciplined, confident and respond well to one another and adults. Students have a secure understanding of Islamic values and their impact on life in the UAE. They willingly take on voluntary roles within the school and the wider community. They show care for each other and are rapidly developing into responsible citizens.

### Provision For learners

- Teaching is most effective in the secondary phase where teachers use a wider variety of strategies to promote students' learning. Interactions with students are positive and students are keen to learn. Assessment data are analysed well. Leaders use this information to guide where adaptations are needed to meet the differing needs of students. These actions are impacting positively on students' outcomes.
- The curriculum is fully compliant and meets all statutory requirements. Through most programmes, the curriculum aim is to develop both knowledge and skills. The curriculum successfully promotes students' interests and is well-matched to their ages. The range of subjects offered allows broad enough choice to meet older students' interests and aspirations. Meaningfully planned cross-curricular links assist students to transfer learning between subjects.
- The school has effective procedures for the safeguarding of students, including child protection. Students, parents and staff are made aware of these procedures. All records, including those associated with the maintenance of the premises and the health of students, are maintained to a very high standard. The school promotes safe and healthy living through assemblies, displays and events. These are well organised but are not yet fully embedded in the life of the school.

### Leadership and management

- Leaders at all levels articulate a clear vision in line with UAE priorities, particularly in relation to the National Agenda, reading and wellbeing. Communication is effective and professional. The senior and middle leadership teams are successful in identifying potential barriers to teaching and learning and addresses them successfully. Leaders demonstrate the capacity to drive improvements in students' outcomes. However, staffing and resources are not always sufficient. Parents are well-informed about their children's academic, and personal development.

### Highlights of the school:

- Students' progress in English, which is very good in Middle and Secondary
- Students' personal and social development
- The caring and inclusive culture of the school
- The very good relationships with parents

### Key recommendations:

- Ensure that the best teaching approaches seen in the higher grades are shared across all subjects, particularly in Arabic, and the lower primary grades.
- Improve students' outcomes in Arabic by improving:
  - the quality of teaching and learning and,
  - the use of assessment information to plan lessons that meet the needs of individual students.
- Ensure that governors support the drive for improvement by providing the required resources and staffing.













# OVERALL SCHOOL PERFORMANCE

Good ↑

## 01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	<b>Attainment</b>	Not applicable	Good	Good	Good
	<b>Progress</b>	Not applicable	Good	Good	Very 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	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable
 English	<b>Attainment</b>	Good	Good ↑	Very good ↑	Very good ↑
	<b>Progress</b>	Good	Good ↑	Very good ↑	Very good ↑
 Mathematics	<b>Attainment</b>	Good	Good ↑	Good	Good ↓
	<b>Progress</b>	Good	Good	Good	Very good
 Science	<b>Attainment</b>	Good	Good	Good	Good
	<b>Progress</b>	Good	Good	Good	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	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Good	Good	Very good	Outstanding

## 03 Teaching and assessment

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

## 04 Curriculum

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

## 05 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

## 06 Leadership and management

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

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>	

	<b>Whole school</b>	<b>Emirati cohort</b>
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<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Not applicable</b>
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- The school did not reach its target of 538 for the PIRLS reading assessment, but with a score of 530 the school improved its performance on the previous assessment. In the ASSET benchmark tests, the school achieved outstanding outcomes in all subjects. In mathematics and science, they improved from very good, while in English they maintained an outstanding outcome.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>	
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- Most leaders are skilled at analysing data from the benchmark tests and then using this information to make adaptations to the curriculum. These changes are impacting positively on students' outcomes. Less successful, is the use of assessment data to plan lessons that meet the needs of all groups of students.

	<b>Whole school</b>	<b>Emirati cohort</b>
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<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Not applicable</b>
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- The outcomes of the most recent reading tests show that the reading literacy scores of at least a majority of students, across all phases, are above age-related expectations. Teachers use reading information effectively to design interventions to help those with difficulties in reading. All of this contributes to the majority of students making at least expected progress.

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

#### For Development:

- Ensure that in all subject's full use is made of data from reading assessments to identify and address any weaknesses in students' performance.



## 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:

### **Overall, the quality of wellbeing provision and outcome is at a good level**

- Leaders consistently promote wellbeing across all phases of the school. The wellbeing leader understands the importance of creating an environment where students and staff feel valued. Students have many opportunities to develop their own wellbeing and support that of others. Leaders consult widely to explore wellbeing issues. However, the outcomes of these consultations are not detailed enough to give leaders an entirely accurate picture of wellbeing provision.
- Students, staff and parents appreciate the wellbeing support leaders provide. The school council makes sure that students have a voice in school. Student surveys are also carried out. Students have the opportunity to talk to staff if they have any worries or concerns. However, systems to identify students who may be experiencing difficulties are not yet fully developed.
- Students have access to a structured wellbeing curriculum. Extra-curricular activities support students' personal development. Students engage in many wellbeing initiatives across the school. They take leading roles in assemblies where they promote wellbeing and contribute thoughts for the day. Dance and drama are regularly used to promote wellbeing themes such as, happiness and sustainability. Students have a strong sense of belonging and consider the school to be like a family providing consistent care and support.

### **For Development:**

- Expand the participation of parents, students and staff in school's wellbeing activities and evaluate the impact of these activities.
- Ensure staff are able to quickly identify any students who may be experiencing difficulties and provide them with timely support and guidance.

## UAE social studies and Moral Education

- The moral education curriculum has a clear rationale and is fully aligned to the requirements of the UAE learning outcomes. It is effective in developing a balance of knowledge, skills and understanding. UAE social studies is well-planned and incorporates the key concepts using relevant resources to meet the curriculum standards.
- Lessons are planned and taught by proficient teachers who ensure conceptual understanding. Lessons often include practical activities that enhance students' learning. In all phases, students regularly use technology to support learning. A wide range of assessments are used to evaluate students' knowledge, skills and understanding. The progress of students is reported to parents regularly. Students make better than expected progress in relation to their individual starting points.

## Arabic in Early Years

- Arabic is taught in KG2 by four teachers for 20 minutes per week. The school is adopting a modified curriculum for Arabic focusing on rhymes, the recognition of sounds and the writing of letters and words. These activities help to ease transition to Grade 1 and the widening of children's vocabularies. Use is made of a digital resource to support learning. Assessments are continuous and based on the Early Years Foundation Stage (EYFS) approach. There are regular oral checks on children's understanding.



# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

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

- In all phases, the majority of students demonstrate levels of knowledge and understanding of Islamic concepts that are above curriculum standards. They have a clear understanding of Islamic faith, laws, and etiquette.
- Across all phases, most students make relevant links between Islamic concepts and their daily lives. They link these with verses from the Holy Qur'an, Hadith and Seerah. Students in Secondary expand their learning through deep discussions and debates.
- In Secondary, the opportunities given for independent learning, research, and discussion are contributing to students' progress in this phase. Recitation and memorisation skills are improving; However, the application of recitation rules is less well-developed.

#### For Development:

- Improve students' recitation and memorisation skills and, the application of recitation rules.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and in their recent work, most students’ achievement is in line with curriculum expectations in the development of their Arabic language skills. In all phases, students make the expected progress against their differing starting points.
- Students recognise words and common expressions in context. They are able to hold simple conversations and read short written texts with familiar words. Although students write and copy a range of given texts, their independent writing skills are limited.
- The progress of most students is slowed by learning tasks that are insufficiently challenging, the low expectations of teachers, and too few opportunities for free independent writing.

**For Development:**

- Raise teachers’ expectations and ensure that learning activities provide an appropriate level of challenge.
- Provide students with more opportunities to improve their independent writing and their conversational skills.

ENGLISH

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

- In KG and Primary, the attainment of the majority of students is above curriculum standards. The literacy and oral skills of children in KG is above expectations. In Middle and Secondary, the large majority of the students exhibit strong language skills because of enhanced learning activities.
- The effective use of technology to access information is common in lessons across the phases. Collaborative activities intended to extend vocabularies and grammatical structures are major features of most lessons, although to a lesser extent in Primary.
- The school’s reading policy supports students’ reading skills. Students well-developed research skills enables them to access a range of reading resources that enhance their grammar and vocabularies. Extended, independent writing skills are developed well in Middle and Secondary.

**For Development:**

- Provide more opportunities for primary students to develop their extended, independent writing skills.

## MATHEMATICS

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

- Across all phases a majority of students attain above curriculum standards and make better than expected progress. In Secondary, the progress of students are more rapid as they are provided with more opportunities for independent learning.
- Students' use of number is a strength across all phases. In Grade 3, students know their multiplication tables. In Grade 6, students are able to classify types of number such as, odd, even, prime and composite. In Secondary, students apply their knowledge of numbers to solving problems related to the everyday life.
- Throughout the school, there is a strong focus on the acquisition of specialist mathematical vocabulary. This is impacting positively on students' ability to understand and solve word problems. Students in Primary do not have enough opportunity to engage in more practical learning activities.

**For Development:**

- Provide more practical learning activities in Primary mathematics lessons.

## SCIENCE

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

- The achievement of the majority of students in all phases is above curriculum expectations. Classroom activities engage almost all learners. Consequently, they make accelerated progress from their individual starting points.
- In KG, children can describe the key properties of familiar objects. In Middle, students build their understanding of how to separate the components of chemical mixtures. Students in Secondary, accurately draw images and identify the stages of cell mitosis as seen through a microscope.
- Students work collaboratively to carry out simple experiments and record their findings following the scientific method. They willingly share their ideas in discussion groups. Students have the confidence to deliver extended introductions to lesson that they have prepared.

**For Development:**

- Ensure that students make better than expected progress in all lessons especially in the lower primary phase.
- Improve student's understanding and use of key terms and general scientific vocabulary.

LEARNING SKILLS

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

- Most students are keen to learn and have positive attitudes in lessons. Students in the secondary phase enjoy greater independence in their learning through online research, purposeful discussions, and opportunities to lead learning activities. This is less well-embedded in Arabic, and in classes in the lower primary phase.
- Students' collaboration skills are increasingly strong. They co-operate effectively when working in small groups. When given the opportunity, students can evaluate the oral answers and opinions of others and provide constructive feedback to build upon an idea.
- Although students are able to evaluate their own written work and that of others, they do not always provide helpful feedback. Some students do not always respond to the feedback they receive from teachers by making the necessary amendments to improve their work.

**For Development:**

- Build students' independence in learning in Arabic in KG and in the lower primary grades.
- Ensure students review and respond to the feedback teachers provide on their written work.





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

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Very good	Very good	Very good	Very good

- Students across all phases demonstrate positive and responsible attitudes towards school and their learning. They are self-disciplined, confident and respond well to other students and adults. Their behaviour is positive, and they willingly follow the school rules. Most contribute well to the school community.
- Students are reliant, respectful, friendly, and supportive of others. They are willing to help one another in lessons and at break times. They show excellent relationships across the school. Students feel safe, valued and well-supported.
- Students are aware of the need for a healthy lifestyle. The majority make healthy choices for their food and drinks and show commitment to healthy living. Levels of attendance are very high, and most students are punctual in arriving at school and to their lessons.

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

- Students have a secure understanding of Islamic values and their impact on life in the UAE. They can provide examples of how honesty, tolerance, kindness and respect are promoted by these values. Students participate in charitable initiatives and take part in celebrating international days as part of the celebration of Islam.
- Students are very knowledgeable about the culture of the UAE and show a clear understanding and appreciation of Emirati traditions. They are very respectful of the Emirati heritage and culture. They participate enthusiastically in cultural events, such as, National Day and Flag Day.
- Students are proud of their own cultures and value the diversity of cultures in the UAE. They celebrate cultural diversity through a number of activities, including, Cultural Diversity Day.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Very good	Outstanding

- Students make significant contributions to the school and the local community, particularly in the upper grades. They are proactive in establishing a range of opportunities for community engagement and charitable activities. Students in the lower phases are becoming increasingly involved in community projects and activities.

### For Development:

- Extend students' awareness of Emirati and world cultures, particularly in KG and Primary.
- Provide younger students with more age-appropriate activities to increase their participation within and beyond the school community.

### 03 TEACHING AND ASSESSMENT

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

- Teaching is most effective in the secondary phase, where teachers use a wider variety of strategies to ensure students learn more rapidly. Teachers do not always make full use of assessment information in lesson planning. As a result, the level of challenge of learning activities in many lessons is too similar.
- Teachers’ interactions with students are positive and students are keen to learn. However, teachers do not always give students sufficient thinking time or opportunity to discuss ideas with one another.
- Effective small group work is a feature in most lessons, but the sizes of the groups are at times too large to ensure all students can participate fully. Teachers are becoming more skilled in the use of students’ progress data and the implications of cognitive assessments.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Across all phases the school has developed internal assessment processes that are linked to the CBSE curriculum. These processes provide the school leaders with accurate measurements of students’ attainment and progress.
- Leaders use assessment information to identify where interventions or curriculum modifications are needed in order to meet the differing needs of students. This is having a positive impact on students’ outcomes.
- Initiatives, designed to make more effective use of assessment data in the lessons, and in students’ written work, are developing features. They are not yet at the stage where they are having any significant impact on student outcomes.

#### For Development:

- Provide students with more time to think, discuss answers and encourage them to evaluate the answers of others.
- Ensure the size of discussion and practical groups enables all students to take part in activities
- Make full use of all assessment data in lessons so that the needs of all groups of students are met.

## 04 CURRICULUM

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

- The curriculum is fully compliant and meets all statutory requirements. The curriculum aims, appropriately, to develop both knowledge and skills through most subjects. Activities to promote students' interest are well matched to their ages.
- Transition between phases is smooth. Older students have a good grounding for the next phase in their education. The range of subjects offered allows enough choice to meet the interests and aspirations of older students. Well-planned, cross-curricular links assist the transfer of learning between subjects.
- Annual reviews ensure subject leaders and teachers from each phase are well-informed about the effectiveness of the curriculum. Provision in almost all subjects meets the academic and personal needs of most students, including students of determination and higher attainers.

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

- The curriculum is effectively adapted to include work with sufficient challenge to ensure most groups of students develop well, personally and academically. However, the level of challenge for the most able is not always consistent, particularly in the lower primary phase.
- Students benefit from participation in cross-curricular and inter-school activities. These include many environmental sustainability activities. Opportunities for enterprise, creativity and innovation are more limited.
- Students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and the values, are developed well across the curriculum. This aspect of personal development is supported by assemblies and the celebration of significant national events.

### For Development:

- Ensure the curriculum fully meets the academic and personal development needs of all groups of students, particularly the gifted and talented.
- Embed opportunities for enterprise, innovation, creativity and social contribution through all areas of the curriculum.

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

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

- The school has effective procedures for the safeguarding of students, including child protection which are communicated effectively to all stakeholders. All records, including those associated with the maintenance of the premises and the health of the students, are maintained to a very high standard.
- The school provides a safe, hygienic and secure environment for students and staff, with frequent safety checks. The supervision of students on arrival and departure, and throughout the school day, is highly effective.
- The school promotes safe and healthy living through assemblies, displays and events. These are well-organised but are not fully embedded in the life of the school. The school cafeteria does not provide enough healthy options.

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

- Staff and students have positive relationships. There is a calm and purposeful atmosphere in classrooms. The school has effective systems to identify students with additional learning needs, including those who may be gifted and talented. However, the information collected for these students is not always used effectively.
- The inclusion team provide support for class teachers and parents. At times, the quality of support for students in class varies, which impacts on their progress.
- The school supports older students with valuable careers guidance. There is now a careers plan in place to inform students about the world of work and future life opportunities. Secondary students visit university fairs and are provided with support with university applications.

### For Development:

- Ensure a consistent level of support for students of determination so that they are fully engaged in all lessons.

## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	Good
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- Leaders have created an environment where all students are welcome. Strong leadership within the inclusion department ensures that the monitoring and guidance of students of determination is a strength of the school. Well-qualified members of the inclusion team quickly identify students' needs. As a result, teachers receive support with strategies to support students in their lessons.
- The school has early identification procedures for any student with additional learning needs. Where required, the school will work in partnership with external agencies to seek advice for students with more complex needs. Students with the most significant needs receive personal support plans with targets set to support their development.
- The school has strong relationships with parents and regularly communicates with them. Parents are fully engaged with their children's educational programmes and are invited to contribute their views. They are guided to external agencies when additional support is required. This plays a significant role in supporting the development of students of determination.
- In some phases of the school, particularly in Secondary and for students identified with Level 1 and Level 2 needs, receive is very effective support. Teachers often provide collaborative learning experiences for these students. However, this is not always as effective in the lower primary phase.
- The inclusion team quickly and accurately assess students' needs to plan their next steps in learning. Students' progress and attainment are checked through the school tracking system. Work scrutiny and assessment indicators show that most students of determination make the expected levels of progress against their learning targets.

**For Development:**

- Improve the in-class provision for Level 3 students by providing additional training to teachers and learning support assistants so that they can support these students more effectively.
- Ensure that the review process to evaluate student's individual education plans (IEPs) is focused more closely on progress towards their targets.



## 06 LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels articulate a clear vision in line with UAE priorities, and particularly in relation to the National Agenda, reading development and wellbeing. Communication is effective and professional. The senior and middle leadership teams are successful in identifying potential barriers to teaching and learning and in addressing them. They have successfully demonstrated the capacity to drive improvement in students' outcomes.
- The school's self-evaluation procedures make use of accurate analyses of internal and external assessment data. Leaders regularly monitor the quality of teaching and learning. However, these reviews are not sufficiently focused on the progress students make in lessons. The improvement plan lacks measurable targets and milestones for review. The school has addressed most of the recommendations of the previous inspections and secured improvements in many areas.
- Parents have many opportunities to participate in the life of the school and support the learning of their children. The school has effective communication systems and through regular reports parents are well-informed about their children's academic and personal development. Engagement with a broader range of partners to provide students with a wider range of learning experiences is more limited.
- The governing board is committed to supporting school leaders. The recent additions to the board bring important expertise and knowledge of procedures for reviewing the school's performance. The board is committed to the UAE priorities and holds leaders accountable for students' achievement. While the board responded to some staffing and resources requests, the facilities and resources do not currently enhance the learning experience of all students.
- The school runs smoothly on a day-to-day basis. Most students and staff are mindful of the school's routines. Teachers are provided with regular professional training and mentoring opportunities. Some classrooms are too small for the number of students in them. The resources for learning and the specialist facilities are limited.

### For Development:

- Ensure that the monitoring of teaching is sufficiently focused on students' progress in lessons.
- Expand the partnerships with the wider community beyond the school.
- Improve the accommodation and resources to support students' learning.





## 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)