



دبي
Knowledge المعرفة



NEW INDIAN MODEL SCHOOL INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1900
	Website	www.nimsdxb.com
	Telephone	97142824313
	Principal	KAREN MARGARET ROBINSON
	Principal - date appointed	9/3/2023
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	7273
	Number of Emirati students	0
	Number of students of determination	532
	Largest nationality group of students	Indian



TEACHERS

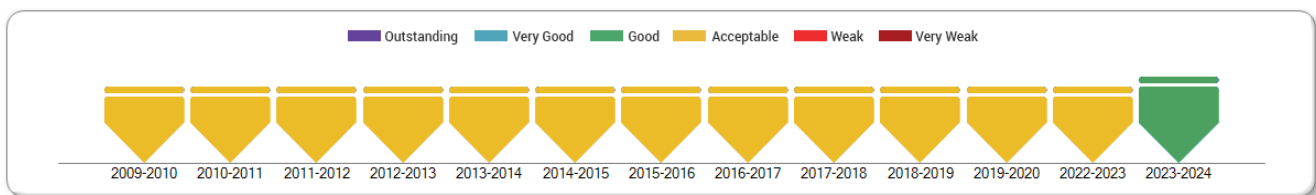
	Number of teachers	406
	Largest nationality group of teachers	Indian
	Number of teaching assistants	12
	Number of guidance counsellors	4



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE Kerala Board
	Accreditation	CBSE Keral Board

School Journey for NEW INDIAN MODEL 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

- School leaders and teachers have sustained positive students' outcomes in all subjects apart from science in Primary and Arabic throughout. Children's attainment in Kindergarten (KG) in English and mathematics is very strong. Attainment in English in the secondary phase is also noteworthy. Children's active, investigative learning in KG is very good.
- Students show excellent attitudes and behaviour. They are caring and sensitive to one another's needs. They make wise decisions and choices about their own health and safety. Student leadership is strong. Students feel that teachers listen to them through effective channels of communication. Student leaders initiate charity events and campaigns.

Provision For learners

- Teachers effectively apply their subject knowledge and understanding of how students learn. They use a range of resources to facilitate teaching and to engage students in learning. The classroom environment in KG and Primary is particularly conducive to learning. Teachers are supported in using information from assessments to plan learning activities which are appropriately tailored to students' needs.
- Ongoing review and development, stakeholder feedback and surveys, illustrate the school's preparedness and responsiveness to students' needs and to changing educational trends. Collaboration with universities indicates a commitment to fostering higher education opportunities for students in Secondary. The guidance programme prepares students well for their future careers.
- Effective procedures and policies are in place to ensure students' safety and security. Medical care is highly effective. Positive relationships between students and members of staff result in a very harmonious, well-ordered community. Procedures for monitoring levels of attendance and for promoting punctuality are thorough. They result in high attendance levels. The identification of students of determination is accurate. They receive good support.

Leadership and management

- The principal and her strong senior leadership team are establishing a purposeful learning community. They are strengthening a caring environment which values inclusivity and wellbeing. Leaders encourage best practice in teaching and are successful in supporting positive learning outcomes, particularly in KG. They have made improvements to the accuracy of whole school evaluation, as required in the previous inspection report.

HIGHLIGHTS OF THE SCHOOL:

- The vision to develop an inclusive learning community where diversity is valued and the wellbeing of students, staff and the community is actively promoted.
- The highly effective KG section.
- Students’ excellent personal development, their understanding of Islamic values, their social responsibility and their innovation skills.
- The responsive inclusion section and its partnership with parents.

KEY RECOMMENDATIONS:

- Ensure that the school’s best practices in teaching and learning are effectively and consistently implemented throughout.
- Improve outcomes in Arabic, and in science in Primary, by supporting teachers in their use of effective teaching strategies.
- Ensure that teachers use assessment data to optimise students’ progress and involve students fully in assessing their own learning.
- Ensure that school action plans are working documents which focus on students’ attainment, with regular review of progress.











OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very 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	Good	Good	Very good
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Good	Acceptable	Good	Good ↓
	Progress	Good	Acceptable	Good	Good

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

03 Teaching and assessment

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

04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very 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	Good	Good	Good	Good
Care and support	Very good	Good	Good	Good

06 Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	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.



A. Registration Requirements	Met fully	
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Whole school	Emirati cohort
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B. International and Benchmark Achievement	Good	Not applicable
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- Students have improved their reading literacy scores between 2016 and 2021. The school met its targets. In international comparisons, students have improved their scores in science and mathematics over the last two years. Their scores are now acceptable in mathematics and science, but weak in English.

C. Leadership: International and Emirati Achievement	Acceptable	
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- The school has a National Agenda action plan that contains appropriate goals, resources, timelines, responsibilities and monitoring procedures. The school uses data from external assessments to develop appropriate levels of challenge in all classrooms. The assessment data are also used to identify students of determination and to provide them with programmes which are better adapted to their needs.

Whole school	Emirati cohort
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D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable
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- UAE reading assessment data were not considered secure enough to validate students' reading literacy skills. The school is embedding reading literacy into almost all aspects of the curriculum. The development of all students' reading literacy skills and vocabulary is a key priority in all phases and is evident in almost all lessons. Teachers are aware of students' reading literacy levels and modify their teaching accordingly. The impact of the interventions is indicated by the improvement in students' reading comprehension scores.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Improve students' reading literacy skills, especially in the primary phase.
- Ensure that information from assessments is used more effectively in planning and delivering lessons that personalise learning.

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.

- Governors and senior leaders are committed to providing good quality provision for wellbeing, which has a high priority in this very inclusive school. Wellbeing permeates most areas of the school's activities and curriculum. Surveys of wellbeing are implemented. Students have access to computer generated help lines, which are used to identify and follow up any concerns. All students have direct access to several adults, including the school counsellors and wellbeing leaders. Leaders are planning alternative curriculum pathways for individual students.
- Members of staff benefit from continuing professional development. Their personal welfare is supported by colleagues, counsellors and the happiness centres. Surveys and meetings indicate that staff morale is positive. Classroom management is effective. Behaviour is exemplary and relationships very strong. Parents are close partners in their children's education and can ask for support from the wellbeing team.
- Students have opportunities to contribute to the life of the school. However, the range of extra-curricular activities is limited by timetabling. Students understand and regulate their own wellbeing, using a range of strategies to enhance their development. They adhere to advice about online safety and show responsibility in their online behaviour. Members of staff promote healthy lifestyles which are monitored carefully by clinic staff. Students feel valued and know how to keep safe. The school is a happy, harmonious and positive learning community.

For Development:

- Continue to refine the current systems to ensure rapid access to support and advice.
- Ensure that all lessons provide opportunities to support students' academic and personal wellbeing.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education through an integrated approach following the most recent UAE Moral, Social and Cultural (MSC) Framework. Lessons are taught in English by appropriately qualified teachers to all students from Grades 1 to 9.
- The curriculum is effectively planned to ensure compliance with UAE Ministry of Education (MOE) requirements for students in each grade level. Teachers' planning is cross referenced to each of the MSC curriculum standards. Teachers use an appropriate range of strategies and resources in addition to the MSC textbooks. Students have two lessons each week together with projects, school assemblies and a range of local and community events. They are assessed by two formal examinations and through project work.

Arabic in Early Years

- The school offers Arabic as an additional language in KG2 only, with one session per week for 20 minutes. The school follows the basic approach of the MoE curriculum in listening and speaking skills, which prepares children for a smooth transition to Primary. There are four teachers for all children in KG. The children engage in activities to enhance their Arabic listening and speaking skills. Teachers evaluate the children's achievements in these two skills. The evaluation is mostly focused on teachers' feedback to children. The collection and analysis of assessment data are developing.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Good	Good

- A majority of students exhibit a level of knowledge, skills and understanding of Islamic concepts and values which is higher than expected. They effectively incorporate Islamic principles into their daily routines and participate in discussions, but do not always refer to the Holy Qur'an.
- Primary students, especially in the recitation of the Holy Qur'an, greatly benefit from daily routines that begin lessons with Holy Qur'anic verses. Well-structured lesson plans, effective teaching methods, and teachers' high expectations, have a positive impact on students' progress.
- Teachers attempt to use assessment data to create activities that enhance students' progress, leading to improved performance. However, targets which are established lack sufficient personalisation to close gaps in skills and knowledge effectively.

For Development:

- Enhance students' abilities to use references from the Holy Qur'an and Hadeeth in support of their opinions.
- Increase opportunities for students to develop independence in their learning.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Girls' attainment is slightly better than that of boys in the middle and secondary phases. Students' progress is inconsistent across the different grades in the primary and middle phases.
- Most students' skills in reading familiar texts are in line with expectations. They have acceptable listening and responding skills, although their reading comprehension is less strong. Skills in speaking with confidence and in independent writing vary.
- Teachers take into account the length of time that students have been studying Arabic. Modification of the curriculum and adaptation of teaching strategies to meet the needs of different groups of students are limited.

For Development:

- Improve students' speaking and independent writing skills by providing more consistent practice and appropriate levels of challenge.
- Modify the curriculum and adapt teaching strategies to meet the needs of different groups of students and to fill gaps in their learning.

ENGLISH

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

- Children in KG make very rapid progress in developing their language and literacy skills, from a low starting point. Students in Secondary attain very high outcomes in the Central Board of Secondary Education (CBSE) and Kerala Board examinations. Attainment levels in the other phases show little improvement since the previous inspection.
- Students' listening, speaking and reading skills are significantly stronger than writing. Confidence in speaking increases as students progress through the school. The large majority of students in Secondary can express themselves clearly and support their opinions with credible arguments.
- The recent focus on developing reading fluency and comprehension skills is enhancing the vocabulary which students use in their speaking and writing. Too few students apply what they learn consistently in their writing to engage different audiences.

For Development:

- Ensure that students write as frequently and as extensively as possible, and for a range of different purposes.
- Improve students' knowledge of English writing conventions and techniques and ensure that they consistently apply them in their writing.

MATHEMATICS

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

- Internal assessments reflect higher levels of performance than external benchmark results across Grades 3 to 9. CBSE results in Grades 10 to 12 are most positive.
- In KG, almost all children show a sound understanding of number. They have good exploratory and creative skills. By Grade 4, students understand the practical application of their knowledge. By Grade 8, they can find the area of a parallelogram and by Grade 12, students are able to determine magnitude and direction cosine.
- Capacities for mental mathematics have improved. Critical thinking and problem-solving relating to practical issues remain a challenge.

For Development:

- Increase attainment levels in international benchmark tests.
- Incorporate practical problems and case studies into mathematics lessons

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Good	Good ↓
Progress	Good	Acceptable	Good	Good

- Children in KG demonstrate appropriate basic scientific skills. They show a keen curiosity and enthusiasm for exploring the natural world around them. Their observation skills are preparing them well for scientific inquiry.
- Students in Middle and Secondary show good application. They can conduct experiments and explain their understanding of scientific principles. They demonstrate higher-order thinking skills in their work samples and science journals. They can answer questions which demand critical thinking and analytical reasoning.
- Primary students are less secure in their understanding of concepts and applications. They lack confidence in explaining the concepts of molecular arrangement in different states of matter or of how the shadows change during the day.

For Development:

- Develop interdisciplinary thinking to allow students to see the whole nature of scientific knowledge and to enhance their problem-solving abilities.
- Relate the contexts or examples in lessons and learning activities to practical, everyday scientific principles.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Students in all phases have very positive attitudes to school and increasingly take responsibility for their own learning. Children in KG make rapid progress in the development of their learning skills through enjoyable and productive skills-based activities.
- Students interact well with members of staff and with one another. Collaborative learning is a feature of most lessons, in which students share their thinking and develop their ideas. Students frequently apply their learning to issues beyond school, and occasionally to other subjects.
- Students enjoy practical, problem-solving and investigative activities which enable them to apply and develop their critical thinking skills. They frequently use technology to access lesson content and to conduct research. Students have opportunities to be innovative, creative and enterprising.

For Development:

- Encourage students to use technology and other resources to find out things for themselves and to take ownership of their learning.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students show excellent attitudes and behaviour in all phases. Primary students' attitudes are slightly more positive than those of students in the middle phase. In addition, girls' behaviour is noticeably more mature than that of boys.
- Students are self-reliant in all phases. They have very respectful relationships with their fellow students and with members of staff. They are sensitive and caring of others' needs. They make wise decisions and choices about their own health and safety.
- Students design and lead a wide range of initiatives and activities which enhance their self-confidence and allow them to develop mature attitudes, especially in the girls' section.

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

- Students have an excellent understanding of how Islamic values impact on modern Emirati society. They have a deep appreciation of the role and significance of Islam in shaping the nation's cultural landscape. Where appropriate, students conscientiously put into practice what they learn of Islamic values.
- Students deeply appreciate and honour the cultural foundations which shape life in the UAE. Their engagement in a diverse range of cultural activities reflects their commitment.
- Students exhibit very good understanding and deep appreciation for both their own cultures and world cultures, reflecting excellent global awareness. They are very aware of common elements between cultures, including those in music, art and literature.

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

- Students take social responsibility very seriously. They show their empathy in a variety of ways. They organise regular fundraising events and collections of food and provisions for the local community during Ramadan.
- Students have an excellent work ethic. Older students have opportunities for leadership roles within the school and in sporting activities. They take full advantage of these opportunities and present themselves as excellent ambassadors for the school.
- Students, particularly those in the secondary phase, organise environmental campaigns such as the collection of old newspapers and used plastics. They demonstrate an insightful understanding of environmental sustainability

For Development:

- Ensure that students in the primary and middle phases have more opportunities to participate in environmental competitions and campaigns.

3. TEACHING AND ASSESSMENT

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

- Standards of teaching are generally good in all phases. Teachers effectively apply their subject knowledge and understanding of how students learn. Some use a variety of resources to facilitate teaching and to engage students in their learning. However, significant differences in teaching standards exist within and between subjects.
- Teachers routinely plan lessons with clear learning objectives and associated learning tasks. They share success criteria with students. Teachers interact well with students and mostly use appropriate questioning to engage them in dialogue. The learning environment in KG and Primary are particularly conducive to learning.
- Most teachers use a range of strategies to meet students' learning needs. Only a few teachers personalise students' learning. Teachers use a range of activities and questioning techniques to promote critical thinking, problem-solving and analytical skills. Teaching in Arabic is improving.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good ↑	Good ↑	Good ↑

- Improvement to assessment procedures and practices has been a priority since the previous inspection. Teachers are supported in using assessment information to plan learning activities which are more appropriately tailored to students' needs.
- Processes to make the best use of information from internal and external assessments are secure. Generally, teachers make some use of the data to plan lessons and to adapt the curriculum to meet students' needs. This practice is not always consistent or effective.
- Students are involved in assessing their learning gains. Too often this is superficial or rushed at the end of a lesson. There is still a preoccupation with marks and grades rather than the provision of focused feedback to help students to improve and make progress.

For Development:

- Develop greater consistency in the quality of teaching throughout the school.
- Ensure that best practice in assessment is shared across subjects and phases, and benefit from adapting the very strong approaches in KG.

4. CURRICULUM

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

- Leaders have aligned the curriculum with the Kerala Board standards and have integrated art with themes in the core subjects. There is insufficient differentiation to cater for students' differing needs.
- Students have an adequate choice of subjects in the middle phase in the form of modules. Various clubs and the combinations of science, mathematics and home science in the secondary phase prepare students well for the next stages of their education.
- The curriculum team conducts ongoing reviews. Members lead developments based on internal and external benchmark assessments and on stakeholders' feedback, including surveys.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Curriculum modification done in consultation with stakeholders is regular. Individual Education Plans (IEPs) help students of determination in their personal and social development.
- Students have many opportunities to participate in competitions. They can engage in other activities which promote enterprise and creativity and fulfil their emotional aspirations. The variety of extra-curricular activities helps to strengthen wellbeing.
- Collaboration with universities fosters higher education opportunities for students in the secondary phase. The guidance programme prepares students well for their future careers. The school celebrates and promotes UAE culture through a range of activities like Flag Day.

For Development:

- Modify the curriculum of every subject to meet the learning needs of all students.
- Provide more opportunities for enterprise and innovation in the primary and middle phases.



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

- All members of staff are aware of safeguarding procedures. Students feel safe and have the confidence to report any concerns to a member of staff. There is an accurate central register of all adults who work in, or who are involved with, the school.
- Teachers undertake risk analysis when planning for any activities which take place outside the school. The school meets all regulatory requirements, including emergency evacuation drills. However, there are some lapses in routine maintenance.
- Leaders regard the promotion of healthy living as an important part of school provision. The medical teams deal sensitively with students' needs and concerns.

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

- Positive relationships between students and members of staff result in a very harmonious well-ordered community. Systems for managing behaviour are followed carefully by students. Procedures for monitoring levels of attendance and for promoting punctuality are thorough. They result in high levels of attendance.
- The identification of students of determination is accurate. The students receive good and often very good support. Some academically gifted students have been identified but are not yet receiving focused support to meet their needs adequately.
- Students' academic and personal development are carefully monitored. Care and wellbeing are high priorities. Students receive individual support from counsellors, teachers and medical and inclusion staff. Appropriate transition arrangements are carefully planned. Older students receive effective course and careers advice.

For Development:

- Ensure that there is an effective system in place to manage the day-to-day maintenance of the premises and facilities.
- Ensure that the needs of academically gifted students are appropriately met.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- School leaders and governors have a clear commitment to providing well-resourced provision for students of determination in this highly inclusive school. The experienced and well-qualified inclusion leader enjoys strong support from a team of specialists and the inclusion governor.
- Formal and informal assessment strategies are used to identify specific needs. Detailed IEPs focus well on students' prime needs. They include measurable goals and regular updates on progress. Some students who are gifted academically have recently been identified, but programmes do not support them fully.
- Partnerships with parents are very positive. Regular meetings involve parents fully in reviewing and forming the agreed plans for support. Advice for parents is greatly welcomed. They are strong partners in the learning process.
- Supportive classrooms are a feature throughout the school, with buddies and mentors contributing well to a climate of mutual support and care. Teachers identify students of determination in lesson plans but do not always provide the appropriate modifications to enable them to access the curriculum fully.
- Most students make good progress and acquire a range of knowledge and skills over time. Whole school systems for monitoring progress accurately identify the achievements of students of determination. Progress is consistently high when students receive individual support from specialist staff.

For Development:

- Ensure that all lessons provide consistent support that is well matched to the needs of individual students.
- Ensure that lesson plans clearly indicate the adaptations to be made to meet individual learning needs.

6. LEADERSHIP AND MANAGEMENT

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

- The principal and her strong senior leadership team are establishing a purposeful learning community. They provide a caring environment which values inclusivity and wellbeing. Leaders encourage best practices and are successful in supporting positive outcomes, particularly in KG. School leaders have maintained outcomes in core subjects and learning skills, and strengthened students' personal development and social responsibility. They are fully aware of the urgent need to improve results in external benchmarking tests.
- Leaders approach self-evaluation and improvement planning systematically. Senior leaders understand their role in ensuring highly consistent approaches to the monitoring of students' progress. They have established regularised observations of the quality of learning and teachers' performance. The wider leadership group is committed to improvement. Leaders understand the importance of judging the effectiveness of teaching through its impact on learning outcomes. They have made improvements to the accuracy of whole school evaluation, as required in the previous inspection report.
- Parents have ample opportunities to be involved in the life and work of the school. They speak highly of communication between school and home, and the ease with which they can contact members of staff. Reporting on students' progress is regular but not yet sufficiently detailed to support students with the next steps in their learning. Links with the local community and other schools have been re-established to enrich students' learning experiences.
- The governing body includes representation from almost all stakeholders including current students and highly supportive former students. The board has a direct impact on school policy and practice. This insightful group of active governors holds senior leaders to account through regular informal review meetings and through quarterly written reports. Members are concerned to ensure that students are satisfied with their experience in school, and that parents have clear and accessible feedback. Governors have responded to the previous inspection report by improving resources.
- The day-to-day management of the school is very well organised. Effective routines have a positive impact on students' achievements. Teachers benefit from professional development arising from performance management reviews. There has been investment in the site, facilities and learning resources. The school environment is generally attractive and conducive to learning. Areas are being developed to provide students with opportunities for more active learning. Subject areas where improvement is required are not yet sufficiently prioritised in terms of resourcing or professional development.

For Development:

- Ensure that students and parents appreciate the benefits of high attainment in external benchmarking assessments.
- Ensure that action plans focus on students' achievement and prioritise investment in areas where students' performance requires improvement.
- Develop more partnerships, both nationally and internationally, to enrich students' learning experiences.



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