



دبي
Knowledge المعرفة



THE INDIAN ACADEMY INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Muhaisnah 4
	Opening year of school	2012
	Website	www.indianacademydubai.com
	Telephone	97142646733
	Principal	SHINY DAVISON FRANCIS
	Principal - date appointed	8/16/2022
	Language of instruction	English
	Inspection dates	25 to 29 September 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	1543
	Number of Emirati students	0
	Number of students of determination	87
	Largest nationality group of students	Indian



TEACHERS

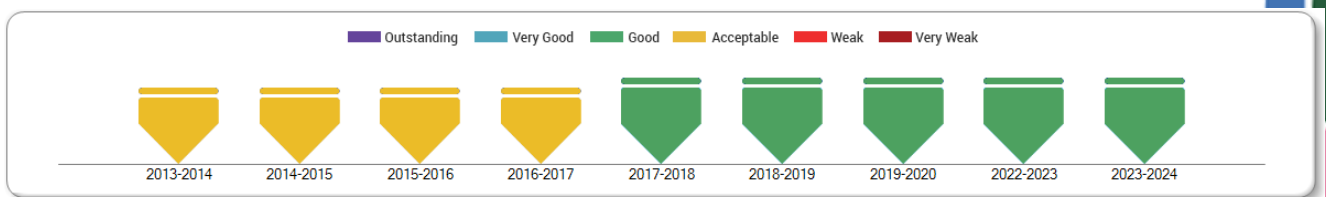
	Number of teachers	94
	Largest nationality group of teachers	Indian
	Number of teaching assistants	20
	Number of guidance counsellors	2



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for THE INDIAN ACADEMY



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

- The children in the Kindergarten (KG) achieve very good standards in English, mathematics and science. In Primary, Middle and Secondary, students achieve at an acceptable level in both Islamic Education and Arabic. However, even with improved progress, attainment in Arabic in Secondary remains weak. Achievement in English, mathematics and science in Primary, Middle and Secondary are all at least good. Learning skills are very good in KG and good in the other phases.
- Students' attitudes towards learning and to others result in excellent behaviour. This makes a significant contribution to the school's calm and purposeful learning atmosphere. They are confident, sociable and collaborate well. Students are very knowledgeable and respectful of Emirati culture. Children in KG have a developing awareness of it, and older students can discuss in depth the heritage and customs of the UAE.

Provision For learners

- The quality of teaching is at least good in each phase, and very good in KG. However, there is undue variation in the quality of teaching across subjects and in different phases throughout the school. Teachers have secure subject knowledge and, in most classes, provide sufficient challenge to more able students and appropriate support for students of determination.
- The curriculum has a clear rationale and is aligned with the CBSE objectives. The KG curriculum incorporates the best practices from the Early Years Framework to provide a structure for standards and provision. Guided reading and writing programmes have been incorporated into the curriculum to assist learners in developing their vocabularies. Diverse curricular choices foster a rich and interdisciplinary learning experiences for students.
- Safety and security procedures, throughout the school, are highly effective and the premises are clean and well-maintained. The school promotes students' wellbeing and their safe and healthy lifestyles effectively. Its caring ethos and values impact very positively on behaviour, attendance, and punctuality. Inclusion permeates all aspects of school life. Support for students of determination is usually very effective.

Leadership and management

- Leadership places particular emphasis on building a strong school community. Leaders have built very strong bonds with parents, keeping them well informed and involved in their children's education. National Agenda work is of particularly high quality. Procedures for holding leaders, at all levels, to account for the quality of learning, teaching and assessment at classroom level are still not rigorous enough.

HIGHLIGHTS OF THE SCHOOL:

- The strong sense of community, with students and adults working well together in a climate of mutual respect
- Outstanding links with parents
- Students well-developed sense of social responsibility and a keen awareness and respect for Islamic values
- The strong emphasis on the wellbeing and personal development of all students
- The outstanding quality of work associated with the National Agenda

KEY RECOMMENDATIONS:

- Ensure consistently high-quality teaching and learning, across phases, classes and subjects
- Improve the use of assessment information to inform classroom provision, organisation and learning outcomes
- Improve the quality of provision in Islamic Education and Arabic so that achievement is at least good in all phases
- Hold leaders, at all levels, to account for the quality of learning, teaching and assessment at classroom level.











OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
 English	Attainment	Very good	Good	Good	Very good
	Progress	Very good	Good	Good	Very good ↑
 Mathematics	Attainment	Very good	Very good	Good	Good
	Progress	Very good	Very good ↑	Good	Good
 Science	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very 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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 Teaching and assessment

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

06 Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding ↑
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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- Not applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- With a score of 559 in the international reading literacy assessment, the school exceeded its target of 520 by a considerable margin. Over a two-year period, progress in other benchmark assessments rose from good to very good in mathematics and from very good to outstanding in science. In English, the outstanding status was maintained. Overall, progression on the benchmark assessments is outstanding.

C. Leadership: International and Emirati Achievement	Very good	
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- Leaders, at all levels, have a strong understanding of the National Agenda requirements. Their action plans target specific areas for improvement, and they devise strategies to close any perceived gaps. The specific focus on reading and language acquisition enhances students' understanding of questions and prepares them well for the tests.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Outstanding	Not applicable

- The focus on reading skills and more importantly, reading comprehension, are key features across all subjects. Most students' reading skills are above expectations and this has a significant impact on their ability to answer questions in the benchmark tests. The school's interventions are proving to be very successful. Across all subjects, there is a focus on vocabulary and, in particular, specialist subject vocabulary. This is just one element in a very well-planned reading programme.

Overall school standards in the National Agenda Parameter are: Outstanding.

For Development:

- Improve individual teachers' use of assessment data, to ensure that appropriate tasks are targeted towards addressing identified weaknesses.



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 well-being provision and outcome is at a very good level

- Wellbeing is the most prominent feature of the school's ethos and culture. School leaders have established it as a guiding principle in virtually all aspects of school life. The leaders, and the wellbeing team, which includes students, are proactive in addressing the wellbeing needs of students, staff, and parents. The school uses information from a range of sources to inform its wellbeing provision, but this is not fully developed.
- Parents appreciate the very effective communication channels which allow them to alert the school to any wellbeing issues and receive prompt feedback. Students say that there are many ways for them to alert others to their worries or concerns, such as, the playground 'buddy bench'. Staff say they feel very well cared for. They express high satisfaction with their work and the support they receive and feel that their contributions are valued.
- There are numerous highly effective wellbeing initiatives and innovative activities, such as the 'human library', within the school. These promote wellbeing and encourage students to share their feelings. Students manage their behaviour and conduct very well and consider the impact that they have on others. Sensitive and empathetic teaching, which allows students to feel secure and thrive, creates very positive climates in classrooms.

For Development:

- Enhance the school's self-evaluation of wellbeing and use this information, to help identify precisely the priorities for further improvement.

UAE social studies and Moral Education

- The school's provision for UAE social studies is planned and taught using the standards of the Moral Social and Cultural (MSC) framework. The school enhances the curriculum with a wide variety of UAE cultural activities and charity projects, such as, Iftar box distribution, field trips and exhibitions.
- MSC is taught up to Grade 9 twice a week, for two periods of 40 minutes each. For Grades 10 to 12, there is one 40-minute lesson each week. Parents' initiate activities, in partnership with the school, to enrich students' UAE cultural understanding.

Arabic in Early Years

- The school's Arabic provision begins in KG2 where children receive one 40-minute period of Arabic every week. Initially, the focus is on oral skills. In the second term, the children begin to write basic Arabic. The aim is to familiarise the children with the subject and to help them develop their language skills in preparation for Arabic in Grade 1. In addition, taster lessons are given in Arabic during the transition from KG to Grade 1.



Main Inspection Report

STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' recitation of the Holy Qur'an and their knowledge of Islamic values is improving in all phases. Students in the middle and secondary phases have better knowledge of the Seerah and Islamic laws.
- Students' knowledge of Islamic values and etiquette is a strength of the school. Most are able to demonstrate that they have adequate knowledge of Islamic faith. Involvement in Islamic activities has improved their recitation skills. However, this is not consistently well-developed across all grades.
- Students demonstrate secure Holy Qur'an memorisation skills. They can apply what they have learnt in Islamic Education to everyday situations, particularly in Secondary. However, their ability to provide supporting evidence from the Holy Qur'an and Hadiths, is underdeveloped.

For Development:

- Improve students' abilities to support their answers with evidence from the Holy Qur'an and Hadith.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' achievement in the primary and middle phases is above that in the secondary phase. Older students, in particular, find difficulty in speaking Arabic, especially when they are discussing unfamiliar topics. Students' writing skills are under-developed in all phases.
- The quality of students' listening skills is a particular strength. They can read and understand short texts relating to common topics related to food, sport, family and daily routines. The quality of students' writing is weaker and mostly limited to single words and short sentences.
- Recently, the school has made improvements in the quality of lesson planning, learning and assessment procedures. However, these initiatives have yet to impact on students' attainment, particularly in Secondary.

For Development:

- Improve students' oral skills by providing more opportunities for them to speak Arabic more freely.
- Improve students' Arabic writing skills through regular and systematic practice of writing on familiar topics.

ENGLISH

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

- Children in KG make better than expected progress and attainment is above the expected developmental levels. Reading is a strength in Secondary, with very impressive international test results. Students make rapid progress in the development of literacy skills.
- In KG, children write for meaning and purpose in a wide range of activities. Across all phases, students speak confidently particularly when presenting their group work. Reading literacy is promoted effectively in a majority of lessons to enhance the development of comprehension skills.
- Across most grades, students' listening and speaking skills are promoted more regularly than writing and grammatical skills. Not enough use is made of external assessment data to inform differentiated reading and writing activities, matched to the needs of individual students.

For Development:

- Ensure that full use is made of assessment data to match learning activities to the needs of individual students.
- Improve the consistency in the quality of teaching of English in the primary and middle phases.

MATHEMATICS

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

- At least a majority of students make better than expected progress across all phases. The attainment and progress of students in KG and Primary is particularly enhanced by their regular participation in more active learning opportunities.
- A particular strength in mathematics is the way in which students' number skills are embedded as they progress throughout the school. The process begins in KG, with the children gaining familiarity with number. These number skills are systematically developed and applied to problem-solving.
- The strong focus, across all of the phases, on the acquisition of specialist mathematical vocabulary, impacts positively on students' outcomes. It leaves them better prepared to understand word problems and to discuss them with one another. This builds students' confidence in problem-solving.

For Development:

- Ensure teachers promote more active learning approaches in both Middle and Secondary.

SCIENCE

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

- Students in all phases demonstrate sharp observational skills. They are confident in conducting and recording investigations. Children in KG2 use their developing scientific vocabularies to talk about plants and their need for water, air and sun to grow.
- Students, in all phases, develop effective critical thinking and collaborative skills. Students in Primary can define states of matter. In Middle, students can explain the difference between natural and artificial indicators. In Secondary, students confidently discuss ribonucleic acid, replication and mutations.
- Recently, commercial packages have been introduced to assist students in Primary and Middle to develop their scientific processing skills. These, along with improved application skills, are contributing to students' improved outcomes in external tests and examinations.

For Development:

- Provide more opportunities for students to apply their scientific knowledge to everyday problems, fostering critical thinking and creativity.
- Incorporate current scientific news and discoveries into lessons to engage students more fully into the relevance of science to the wider world.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Students in all phases are keen to learn and engage enthusiastically in lesson activities. When given opportunities, students in KG and Primary use their developing enquiry and investigative skills well. In Middle and Secondary, opportunities for active learning are more limited.
- Primary students' application of their skills in everyday contexts is having a positive impact on the development of both reasoning and critical thinking. Across the phases, opportunities for students to use information technology to support learning are limited.
- Across the school, students interact and collaborate purposefully and productively when working in groups. Primary students have more opportunities to demonstrate their learning skills through active learning. They communicate their learning with confidence, particularly when presenting the outcomes of group-work.

For Development:

- Increase opportunities for students to use information technology to support learning.



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

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Across the school, students' attitudes towards learning and to one another result in excellent behaviour. Younger students are sensitive to the needs of others and display a clear understanding of the need for safety. Older students are confident, sociable and collaborate exceptionally well.
- Students enjoy excellent relationships with staff. Students feel safe, valued and well-supported. They make significant contributions to the school's calm and purposeful learning atmosphere and are very supportive of one another.
- Students work well together to resolve differences. Their understanding of the value of healthy eating and the maintenance of an active lifestyle is demonstrated by their participation in a range of sporting and other physical activities.

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

- Students, particularly in the upper grades, have a secure appreciation and understanding of Islamic values and Emirati culture, and how these influence life in the UAE. They understand, and put into practice, values such as tolerance.
- Students are very knowledgeable and respectful of Emirati culture. Children in KG have a developing awareness of the social characteristics of Dubai. In the upper phases, students can discuss in depth the heritage and customs of the UAE through the ages.
- Students demonstrate a deep awareness and appreciation of their own cultures. They can compare and contrast these with the culture of the UAE. Across all phases, students are interested in learning about other world cultures and their knowledge of the wider world is improving.

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

- Students, particularly in Middle and Secondary, are proactive in establishing opportunities for community engagement and charitable work. The student council initiate, organise and lead many of the school's events and activities. They have been especially successful in raising money for charity.

For Development:

- Improve students' awareness of a broader range of world cultures.
- Provide more opportunities for students to express their creative and innovative skills.

3. TEACHING AND ASSESSMENT

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

- Teachers in KG have sound knowledge of child development and employ effective teaching strategies. Despite a lack of detail in some lesson plans, primary teachers clearly know their students well and engage them in interesting learning activities.
- Teachers in Primary promotes reading literacy effectively through collaborative activities. In almost all lessons, there is some form of differentiation. Frequently, this takes the form of varied worksheets for different groups. Personalised differentiation is not a common feature in lessons.
- Teaching in Primary and Middle often present investigations or problems to be solved and provide opportunities for students to tackle them. In all phases, teachers do not give sufficient attention to meeting the needs of the more-able students and higher ability groups.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- Across the school leaders have worked effectively to develop assessment processes that provide a comprehensive overview of each individual student. The information obtained enables teachers to check students' academic performance and the progress they are making.
- Leaders are particularly skilled at analysing data from external assessments. This information is used to identify changes and modifications that need to be made to teaching to raise students' attainment and progress. These interventions are now meeting with some success.
- The use of assessment data by teachers to inform their classroom provision, is not developed consistently enough across subjects throughout the school. As a result, the wealth of assessment information is yet to have significant impact on students' progress in lessons.

For Development:

- Ensure that lesson planning identifies different groups of students and indicates clearly what provision is being made for them.
- Improve the use of assessment information in lessons to accelerate students' progress.

4. CURRICULUM

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

- The curriculum is aligned with the Central Board for Secondary Education (CBSE) objectives. The KG curriculum incorporates best practices from the Early Years Foundation Stage (EYFS) framework to ensure that provision is appropriate to young children’s learning needs.
- The inclusion of diverse curricular choices for older students and, a range of extension activities and clubs, fosters rich learning experiences. This approach not only promotes a deeper understanding of subjects but also prepares students for the complexities of the modern world.
- Leadership is committed to regular curriculum review and development, in response to changing educational needs and best practices. However, there is an over-emphasis on modifications to meet the requirements of external international benchmark assessments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is modified to meet the needs of all or most groups of learners, particularly students of determination. Guided reading and writing programmes are incorporated into the curriculum to assist learners to develop their knowledge of vocabulary.
- The curriculum has been enhanced in Middle with the introduction of skill modules, that include artificial intelligence, design thinking and financial literacy. These modules are equipping students with valuable life-skills.
- The curriculum integrates aspects of local heritage, traditions, and values through assemblies, partnerships and displays. Students develop a sense of identity and learn to contribute meaningfully to the social fabric of the UAE. Career guidance programmes prepare students well for work and higher education.

For Development:

- Provide more opportunities for independent learning and innovation for all learners.
- Design tasks that challenge and match the abilities of all students, particularly, those who are gifted and talented.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Highly effective procedures for safety and security are well implemented throughout the school. The safeguarding of students and child protection are given very high priority and communicated effectively to all stakeholders.
- The school premises are very clean and well-maintained. All records, including those associated with the maintenance of the premises and with the health of the students, are maintained to a very high standard. Facilities and resources are suitable to meet the needs of students. Children in KG do not have access to indoor physical education facilities.
- The school promotes student wellbeing and safe and healthy lifestyles, through a variety of curricular and whole-school initiatives. It has addressed previous concerns on traffic congestion and procedures at the main gates.

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

- The school's positive and caring ethos and values are successful in creating very strong staff-student relationships. As a result, students want to come to school, and this impacts very positively on their behaviour, attendance, and punctuality.
- Inclusion is a major feature in all aspects of school life and the highly effective systems ensure the early and accurate identification, of students of determination. Support for these students is usually very effective but gifted and talented students do not have clear learning goals.
- A comprehensive pastoral care system, that includes a qualified personal and academic counsellor, ensures excellent support for all students. Guidance on life skills is given to senior students and is very successful in preparing them for their futures.

For Development:

- Ensure greater consistency of support in classrooms to address the needs of all students of determination and especially those who are gifted and talented.
- Ensure targets in advanced learning plans for gifted and talented students are specific and measurable.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good


- School leaders are very successful in projecting an inclusive vision, which is shared by staff, students, and parents. Students of determination are welcomed into the school and supported by a well-qualified and trained inclusion team, established by the inclusion leader.
- Well-developed on-entry assessment procedures identify a wide range of need. Recent training has helped staff gain valuable insight into the most effective provision for specific needs. Planned interventions are implemented in a meaningful way in most lessons, but this is not fully consistent.
- Parents are delighted with the support their children receive, their growing confidence and the regular reports on their progress. Parents report that the excellent care and support means they see very positive changes in their children and in their attitudes to learning.
- Almost all classrooms provide a very supportive environment for students of determination. Lesson planning and teaching ensure that these students are usually engaged in meaningful learning activities, that provide an appropriate level of challenge.
- The school has effective systems for tracking students' personal and academic progress and to identify gaps in their learning. In lessons, feedback provided by teachers is sometimes not specific enough for students to know what they are doing well and how they should improve.

For Development:

- Ensure feedback provided to students is clear and specific so that they have a better understanding of what they need to do to improve.
- Ensure there is greater consistency in the delivery of planned interventions in all classrooms.



6. LEADERSHIP AND MANAGEMENT

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

- The school is led by a dedicated and effective principal and senior leaders, supported by a developing team of middle leaders. Roles and responsibilities are clearly defined, and care is taken to ensure compliance with regulatory measures. Leaders share a sense of common purpose and an agreed strategy for school improvement. They communicate their vision successfully to stakeholders and consult with them regularly. The school's external evaluation is linked to detailed planning for future improvement.
- The school's self-evaluation arrangements involve the analysis of information gathered from a range of sources. The monitoring and evaluation process places an appropriate focus on students' outcomes and the quality of teaching in the school. The school's improvement plan draws on a wide range of appropriate evidence, including external sources such as, international assessments. There is an appropriate focus on involving all staff in the improvement process and having clearly understood timescales for development.
- Communication with parents is highly effective. As students move through the school, parents are consistently well-informed about their children's learning and progress. Their views are frequently sought and fully considered when shaping school improvement priorities. Where relevant, parents are fully involved in planning their children's personalised learning programmes. The school has strong partnerships with the wider community, including other schools. Such links make positive contributions to students' learning experiences.
- There is a wide representation of stakeholders on the school's governing board including students, parents and teachers. The governing board consults regularly with key stakeholders and responds constructively to their concerns and suggestions. It monitors the work of the school regularly and exerts a positive and direct influence on its overall performance. The governing board actively supports the school leaders to help the school meet its commitments to students and parents.
- The school's management and procedures are effective and efficient. Good communication with parents supports the organisation of school activities. Most of the staff are well-qualified. Continuous professional training to address identified needs is provided regularly for all staff, particularly those new to the school. The premises are of good quality and have been improved by the installation of an elevator and the development of a football pitch, since the previous inspection.

For Development:

- Ensure that leaders, at all levels, promote continuous improvement in teaching, learning and assessment.
- Ensure that governors hold leaders, at all levels, fully accountable for the quality of the school's provision.
- Improve outdoor play facilities in KG.



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