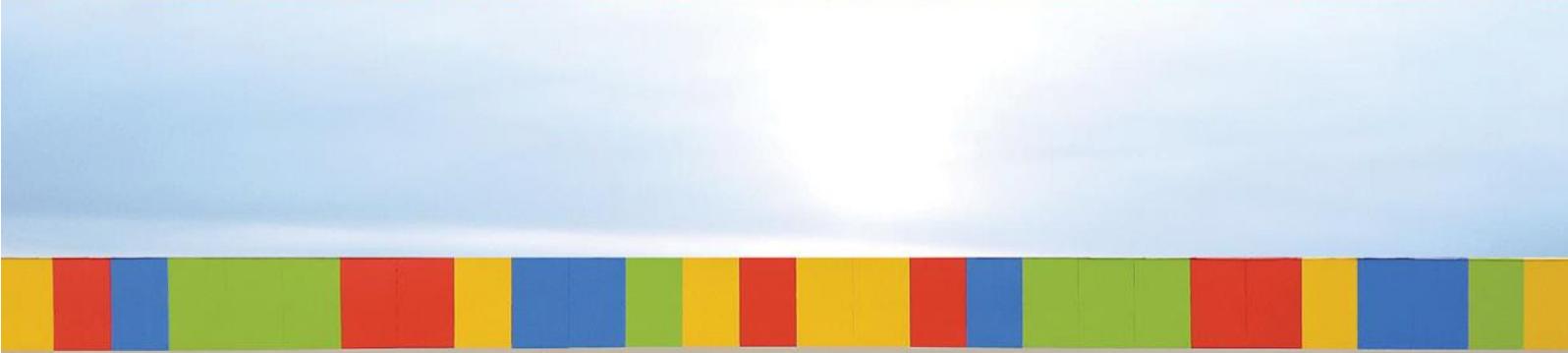


# Inspection Report



مدرسة الامارات للتخاطب بالانجليزية  
EMIRATES ENGLISH SPEAKING SCHOOL

## Emirates English Speaking School

### 2014-2015



## CONTENTS

<b>School Information</b> .....	<b>2</b>
<b>Parents' Report</b> .....	<b>3</b>
<b>School Inspection Report</b> .....	<b>9</b>
Overall school judgement .....	10
Key strengths .....	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development? .....	14
How good are teaching and assessment?.....	16
How well does the curriculum meet the educational needs of all students?.....	17
How well does the school protect and support students? .....	17
How well does the school provide for students with special educational needs? .....	18
How good are the leadership and management of the school? .....	19
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

## School information



### General information

Location	Al Safa
Type of school	Private
Opening year of school	1979
Website	www.eess.sch.ae
Telephone	04-3947355
Address	P.O Box: 7575 Dubai, UAE
Principal	Shah Shamsuddin Usmani Tabrez
Language of instruction	English
Inspection dates	13 <sup>th</sup> – 16 <sup>th</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	1926
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	32
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	104
Largest nationality group of teachers	Indian
Number of teacher assistants	0
Teacher-student ratio	1:24 in KG and 1:16 in other phases
Number of guidance counsellors	1
Teacher turnover	30%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	Indian/ CBSE
Standardised tests / board exams	ACER and CBSE
Accreditation	CBSE

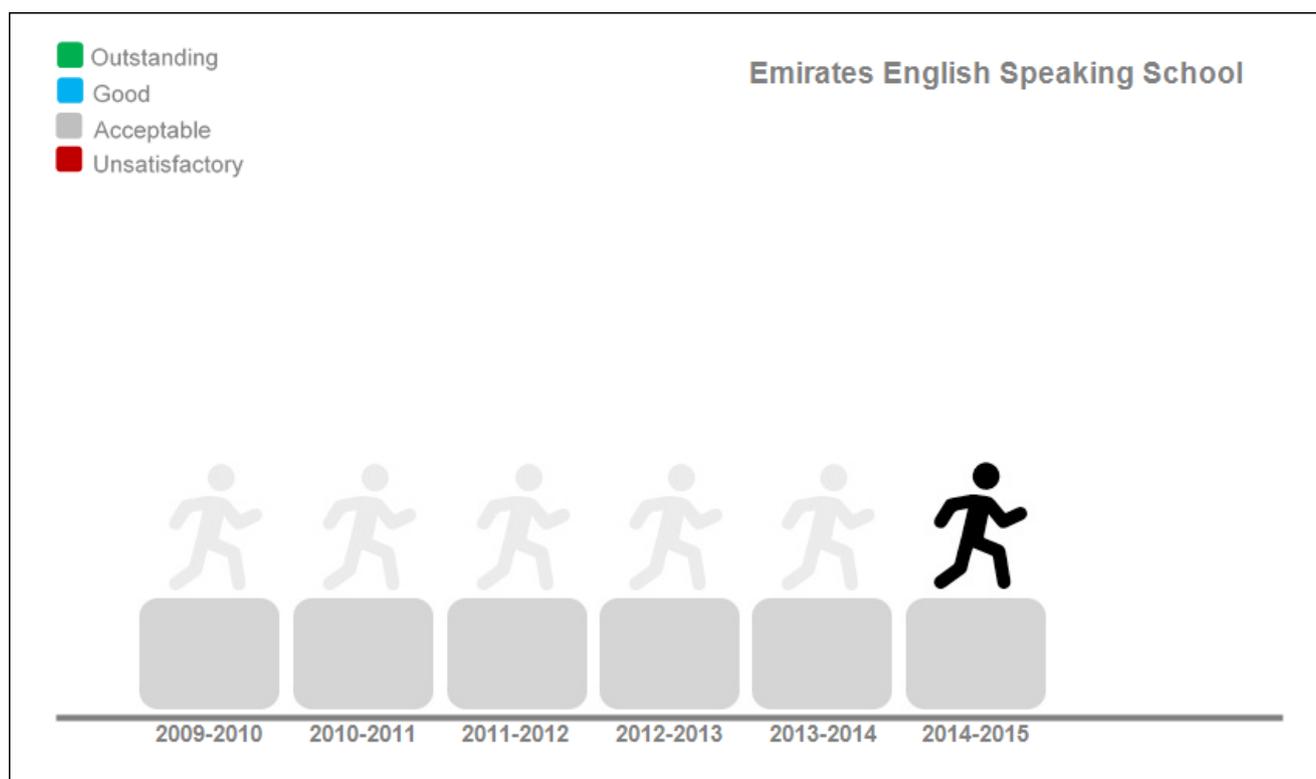




Dear Parents,

Emirates English Speaking School was inspected by DSIB from 13<sup>th</sup> – 16<sup>th</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- Most students' attainment and progress in Islamic Education and English was good.
- Students' attitudes, behaviour and concern for the environment were good.
- Students' showed good understanding of Islam and United Arab Emirates heritage.
- The school kept students healthy, safe and secure.
- Staff relationships with students and parents were very positive.

### **Areas for improvement**

- Raise students' attainment and progress in all subjects, and particularly in Arabic as an additional language.
- Improve teaching and learning in all phases, especially in the primary phase, and particularly the marking and assessment of students' work so they can make better progress in their learning.
- Improve self-evaluation and school improvement planning so it is more rigorous and effective in improving school standards and performance.
- Improve the support provided for students with special educational needs so that they make good progress in their learning.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

**Yours sincerely,**

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Emirates English Speaking School



### How well does the school perform overall?

Overall, Emirates English Speaking School provided an **Acceptable** quality of education for its students.

- Students' attainment and progress were mostly acceptable, although they were weakest in the Kindergarten and strongest in the secondary phase. Students' attainment and progress in Arabic as an additional language was unsatisfactory in all phases. Students' learning skills were unsatisfactory in Kindergarten, acceptable in the primary and middle phases and good in the secondary phase.
- Almost all students were well behaved and had positive attitudes to learning. Students made good efforts to take responsibility for their own learning but there were few opportunities for them to work in pairs or in groups. They had a good understanding of Islam and showed concern for the environment.
- Teaching was acceptable overall. Teachers had good subject knowledge and their relationships with students were positive. However, teachers' marking and assessment were mostly unsatisfactory.
- The curriculum was acceptable but extra-curricular and enrichment opportunities were unsatisfactory.
- Students felt safe in school and were aware of the school's child protection policy.
- Leadership was acceptable but improvement planning was unsatisfactory. School partnerships with parents were good and most parents were positive about the school.



### How well does the school provide for students with special educational needs?

- The school did not have adequate procedures for identifying students with special educational needs and teachers were not always aware of such students in their classes. As a result, their progress was unsatisfactory.
- Not all teachers and support staff had a clear idea of how to support students with special educational needs, due to lack of training. Support for individual students with special educational needs was not planned and as a result their learning needs were not met.
- Arrangements for monitoring the progress of students with special educational needs were limited.

## 1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Good
	Progress	Not Applicable	Good ↑	Good ↑	Good
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
	Progress	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory ↓
 English	Attainment	Unsatisfactory	Acceptable ↓	Good	Good
	Progress	Acceptable ↑	Acceptable ↓	Good	Good
 Mathematics	Attainment	Unsatisfactory	Unsatisfactory ↓	Acceptable	Acceptable ↓
	Progress	Unsatisfactory	Unsatisfactory ↓	Acceptable ↓	Good
 Science	Attainment	Unsatisfactory	Acceptable	Acceptable	Acceptable ↓
	Progress	Unsatisfactory	Acceptable	Acceptable	Good
		KG	Primary	Middle	Secondary
Learning skills		Unsatisfactory	Acceptable	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Good	Good	Outstanding 

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable 	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable

## 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Good 	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory 
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- Most students' achievement in Islamic Education and English was good, especially in the secondary phase.
- Students' attitudes and behaviour was good and they showed concern for the environment.
- Students' showed secure understanding of Islam and UAE heritage.
- The school had good arrangements to ensure students health, safety and security.
- Staff relationships with students and parents were strong.

## Changes since the last inspection

- Attainment in Arabic had declined in all phases along with attainment and progress in English and mathematics in the primary phase.
- There had been improvements in the Kindergarten including students' progress in English, the quality of teaching and the quality of the curriculum.
- Although leaders had a realistic view of the school, school self-evaluation and improvement planning were unsatisfactory.

## Recommendations

- Raise the attainment and progress of all students in all subjects and improve the quality of teaching and learning across all phases by:
  - providing a greater focus on student progress in lessons
  - ensuring all staff are actively involved in lesson planning
  - encouraging teachers to use a greater range of teaching strategies
  - identifying, sharing and highlighting good practice
  - providing students with more opportunities for practical and investigative work
  - involving students more in leading their own learning and assessment
  - using assessment information to provide subject specific targets for all students.
- Ensure self-evaluation and school improvement planning are linked to challenging and achievable goals based on rigorous and systematic analysis of students', and groups of students', progress and performance in formal assessments.
- Introduce more rigorous and effective procedures for the early identification and support of students with special educational needs.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning Skills?

### KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Unsatisfactory	Acceptable 
Mathematics	Unsatisfactory	Unsatisfactory
Science	Unsatisfactory	Unsatisfactory

- Almost all children were learning English as an additional language and used English to communicate with their teacher and each other. Almost all children could accurately read simple sentences by the end of Kindergarten. Overall, however, attainment levels were unsatisfactory.
- Most children could name numbers from one to twenty and could add single digit numbers by the end of Kindergarten, but their progress in mathematics was limited because the curriculum was too narrow.
- In science, children's attainment and progress were unsatisfactory because the curriculum did not provide them with enough opportunities to investigate their surroundings.

### Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory 	Unsatisfactory
English	Acceptable 	Acceptable 
Mathematics	Unsatisfactory 	Unsatisfactory 
Science	Acceptable	Acceptable

- In Islamic Education, students could explain the importance of Shukr (thanking Allah) and understood the pillars of Islam. Their recitation skills were developing well but they did not always understand what they were reciting.
- In Arabic as an additional language, students' listening and comprehension skills were insecure and their speaking and reading skills were under developed as a result of frequent staff turnover.
- Almost all students learned English as a second language. They were reasonably confident and willing to speak in classes but their writing skills were less developed.
- In mathematics, most students were able to calculate numbers accurately but their problem solving and investigative skills were underdeveloped. The most able students did not always receive enough challenge in lessons.
- In science, most students were able to draw conclusions from simple experiments and in a Grade 4 class students were able to describe the shape, structure and texture of leaves. However, scientific investigation skills were underdeveloped.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory 	Unsatisfactory
English	Good	Good
Mathematics	Acceptable	Acceptable 
Science	Acceptable	Acceptable

- Students could explain the importance of prayer in Islam and could recognise the main positions in Salah at an age-appropriate level. They could apply the rules of Tajweed with proper rules of recitation.
- In Arabic as an additional language, students' speaking and listening skills were below the expected levels because their vocabulary was limited.
- Almost all students learned English as a second language. Their speaking and listening skills were broadly in line with international standards. Almost all students in all grades made similar progress.
- In mathematics, most students had an acceptable understanding of probability and linked this work well to real life problems.
- In science, students had a good knowledge of basic science but there were few opportunities for them to develop their investigative and practical work. Students were not confident using scientific terminology and vocabulary.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory 	Unsatisfactory 
English	Good	Good
Mathematics	Acceptable 	Good
Science	Acceptable 	Good

- In Islamic Education, students could understand and explain the meaning of, and the reasons for, Hadeeths. They were aware of the concept of Zakah and Sadaqah and could explain that Zakah was the best way for bringing people together in society.
- In Arabic as an additional language, students lacked confidence to speak extensively. Spelling and handwriting skills were weak and students had difficulty writing short sentences and paragraphs.
- Almost all students learned English as a second language. Students had good reading, writing, listening and speaking skills, but their learning skills were not addressed sufficiently. Examination results showed they made good progress.

- In mathematics, students made good progress in trigonometry and algebra including algebraic fractions. Their understanding and interpretation of graphical data were particularly well developed although other aspects of mathematics were not as strong.
- In science, students were confident in dealing with experiments, noting observations and drawing conclusions. Their success in external examinations was particularly strong.

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Unsatisfactory	Acceptable	Acceptable	Good

- Students' independent learning skills were underdeveloped across the school. However, there were more opportunities in the Secondary phase for students to develop independence and take responsibility for their own learning.
- There were few opportunities for students to work collaboratively in groups or in pairs. In the Secondary phase, peer tutoring was being successfully promoted and students made good use of previous knowledge in their presentations.
- Across the school, students found it difficult to make connections between what they were learning and real life situations.
- Students in the primary and middle phases had few opportunities to find out things for themselves. Students in the secondary phase took advantage of opportunities to use their research and critical thinking skills when they were allowed to. They successfully presented parts of lessons and their project based learning, using a range of media and technology.

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Good	Good	Good	Outstanding

- Students were mature and sensible, and demonstrated positive attitudes in all of their activities. .
- Students were very well behaved and self-disciplined both inside and outside of lessons.
- Relationships between students and staff were excellent, which motivated students to perform well and achieve well, especially in the secondary phase.
- Students' understanding of what constitutes a healthy lifestyle encouraged them to adopt good practices such as eating healthy food and participating in physical activities at school and at home.
- Attendance was high and students arrived in good time for school and lessons.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Students had a good understanding of the relevance of Islam to life in Dubai.</li> <li>• Students appreciated the culture and heritage of the United Arab Emirates (UAE), and this was suitably reinforced by well-considered displays around the school. All students celebrated events such as UAE National Day and non-Muslims knew the importance of Ramadan, Eid and Haj. They took part in Islamic cultural programmes in Dubai and had visited the Sheikh Zayed Mosque.</li> <li>• Students had a very good awareness of important global issues but their understanding of different world cultures was relatively weak.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Acceptable	Good	Good	Outstanding 
<ul style="list-style-type: none"> <li>• Students understood their responsibility as members of the school community and took on various roles within the school and local community including the School Council and various fund raising events. Opportunities for younger students to take on school-wide responsibilities were less evident.</li> <li>• Students demonstrated very positive attitudes to their work, especially in the secondary phase. They were aware of the requirements to succeed in their learning and were willing to work diligently to achieve their goals.</li> <li>• All students were aware of their responsibilities in maintaining a clean environment in and around school and home. Older students were particularly active in global sustainability projects and had received several awards and appreciation letters for their efforts.</li> </ul>				

### 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Acceptable 	Unsatisfactory 	Acceptable	Good
<ul style="list-style-type: none"> <li>• Most teachers demonstrated good subject knowledge but a majority, particularly in the primary phase, had difficulties in providing sufficient learning challenge for their students.</li> <li>• The school template for lesson planning encouraged teachers to plan imaginatively, using a wide range of resources and teaching strategies. In a minority of lessons planning was weak and did not reflect appropriately challenging learning to motivate students.</li> <li>• The majority of teachers interacted well with their students particularly in the secondary phase. However, in a minority of lessons teachers talked for too long and opportunities for students to work independently and actively were missed.</li> <li>• Most teachers were aware of the diverse range of students' abilities in their classes. However, a minority did not adequately take these into account, particularly when supporting students with special educational needs.</li> <li>• Most teaching across the school focused on increasing students' factual knowledge rather than encouraging students to improve their understanding and their thinking skills.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Internal assessments were linked to the school's curriculum and regularly undertaken with results appropriately collated and recorded.</li> <li>• Student performance data was not sufficiently benchmarked against international or other external expectations, especially in the Kindergarten.</li> <li>• Student progress was not sufficiently understood by leaders or teachers. Variations in the analysis and interpretation of the data across all phases, especially in the Kindergarten and in the primary phase, meant that some teachers did not have a secure understanding about students' needs or abilities.</li> <li>• Assessment information was rarely used by teachers in the Kindergarten and the primary phase to help them plan the curriculum and individual lessons, or accurately identify students' learning needs.</li> <li>• Some tracking of students' progress had been initiated. However, arrangements lacked the depth of analysis and the detail required to give students clear guidance on the next steps in their learning. Students were rarely involved in self or peer assessment.</li> </ul>				

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
<b>Curriculum quality</b>	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum was reasonably broad but not balanced. It provided too few opportunities for arts and physical education as well as limited opportunities for the development of learning skills.</li> <li>Planning for the continuation of students' learning and their progression through phases was acceptable although more consideration was needed to ensure a smoother transition from the primary phase to the middle phase.</li> <li>The curriculum was more functional than enterprising. Opportunities for enrichment activities were missed across all phases.</li> <li>The curriculum did not allow sufficient opportunities for students to develop their independence, critical thinking and research skills.</li> <li>Curriculum review and development processes, while acceptable across the school, did not always ensure that students were challenged in all subjects, especially in the primary phase.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
<ul style="list-style-type: none"> <li>The curriculum failed to cater for the academic and personal development of students with special educational needs as their specific learning needs were not always known and rarely addressed.</li> <li>Curriculum options were narrow but there was some opportunity for students in the secondary phase to pursue specialisms in science or commerce.</li> <li>Extra-curricular activities were limited although older students appreciated the sporting activities provided. They participated enthusiastically in the inter-school competitions.</li> </ul>				

#### 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school's child protection policy and procedures were clear to all staff and ensured that students felt safe and secure in the school.</li> <li>There was good supervision of students at all times, including inside the school and on school transport at the beginning and end of the day. Emergency evacuation plans were well developed and drills were suitably practiced. Two full time nurses cared for students and kept individual student medical records as well as records of daily incidences.</li> <li>The school was well maintained in a good state of repair and cleanliness.</li> <li>Premises allowed access to all students, including those with physical disabilities whose classes were relocated to the lower floors.</li> <li>The school promoted healthy living through the curriculum and the activities program. Students received regular reminders of the need for healthy living.</li> </ul>				

	KG	Primary	Middle	Secondary
Quality of support	Acceptable	Acceptable	Good 	Good
<ul style="list-style-type: none"> <li>Students moved calmly, sensibly and quietly around the school site, showing respect and consideration towards each other and adults. They engaged well with adults and were confident in making their views known.</li> <li>School supervisors encouraged and positively promoted attendance and punctuality and as a result, both were very good.</li> <li>Students with special educational needs were admitted but the school did not have adequate procedures for identifying their specific needs.</li> <li>The school's support for students with special educational needs was variable.</li> <li>The school had well developed systems for monitoring students' welfare and well-being. Support and advice for older students in choosing suitable career paths was a particular strength, resulting in students' high aspirations for their future.</li> </ul>				

### How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>Special educational needs provision was out-sourced to a private company and a school counsellor regularly visited the school to produce and review individual education plans. This was not effective in meeting the needs of these students nor ensuring good educational outcomes, due mainly to weak teaching, work that was not modified and planning that was not 'owned' by teachers. Not all teachers had a clear idea of their responsibilities. Teachers, including new teachers, had not received sufficient training on supporting students with special educational needs.</li> <li>The school did not have adequate procedures for identifying students with special educational needs so teachers were not always aware of these students in their classes. The school had had not made use of the KHDA categories to identify or detail students' individual and specific needs.</li> <li>The curriculum was not modified by leaders or teachers to meet the individual learning needs of students with special educational needs and therefore individual strategies for supporting these students in classes were not effectively planned.</li> <li>Parents felt well supported and informed about their child's progress and development.</li> <li>Arrangements for monitoring the progress of students were not systematic or rigorous. For example, the monitoring of students' workbooks was limited, as was the analysis of their progress.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
<b>The effectiveness of leadership</b>	Acceptable
<ul style="list-style-type: none"> <li>The Principal, supported by senior staff and the Board of Governors, was committed and determined to improve the school. There was a strong commitment to the ethos of the school but insufficient focus on school improvement. The leadership of middle leaders, including supervisors and subject heads, was well intentioned but not strategic.</li> <li>Relationships and communications among staff were professional but not always productive. Staff were aware of what was required of them but less clear about how to achieve the improvements they were required to make.</li> <li>The Principal was well aware of the strengths and weaknesses of the school but actions to address weaknesses were unclear and unfocused. Leaders' capacity to improve the school was limited.</li> <li>Over time, leaders had not been successful in improving important aspects of the work of the school.</li> </ul>	
	Overall
<b>Self-evaluation and improvement planning</b>	Unsatisfactory 
<ul style="list-style-type: none"> <li>The school self-evaluation was inaccurate, unrealistic and largely descriptive. There was insufficient focus on raising students' attainment and progress by improving teaching.</li> <li>Though lesson observations were frequent, recommendations to teachers about how to improve their teaching were not rigorously monitored or checked by leaders. Professional development was not personalised for individual teachers.</li> <li>School action and improvement plans lacked coherence, success criteria and time scales. For example, priorities for improving the quality of teaching offered no criteria for how improvements would be measured, by whom or when improvements would be expected.</li> <li>Little progress had been made in the implementation of the recommendations from the previous inspection report.</li> </ul>	
	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>The school had a productive and harmonious relationship with parents and took account of suggestions they offered.</li> <li>Communication with parents was regular and effective. Parents appreciated the fact that teachers were approachable.</li> <li>Regular reports offered parents useful information about their children's progress and subsequent steps for improvement.</li> <li>Links with the wider community and local businesses were being developed.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• Governance included representation from a range of stakeholders including owners, teachers, parents and former students of the school.</li> <li>• The governing body met regularly to monitor the work of the school but did not effectively prioritise their focus on checking whether academic outcomes were improving.</li> <li>• Governors were regular visitors to the school. They used their knowledge to ensure that statutory duties were met but they were less influential in shaping academic standards in the school.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school was managed efficiently on a day-to-day basis.</li> <li>• Teachers were academically qualified but some did not have teaching qualifications. In general, teaching staff were suitably deployed but staff training was limited.</li> <li>• Classes and specialist rooms were adequately resourced and classrooms provided a functional learning environment for students, including suitable science laboratories.</li> <li>• Learning resources in the school were limited and library resources consisted only of books.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	337	24%
	<b>Last year</b>	237	19%
 <b>Teachers</b>	50		47%
 <b>Students</b>	58		38%

- Response from parents was low, although higher than the previous year.
- Of those who took part in the survey, parents were generally positive about the school.
- Most parents were satisfied with the quality of education and felt their children were making good progress in English, mathematics and science.
- Almost all parents agreed that their children enjoyed school, were looked after and kept safe. Most parents said that the school was well led but a minority felt that the school did not listen to their views.
- Almost all teachers agreed the school was well led although a minority were concerned that they did not have sufficient time for preparation and marking.
- Older students felt they made good progress in English but a minority voiced their concern about progress in mathematics and the use of technology.
- Significant minorities of students felt that teaching was not good and that assessment was not supportive.

\*The percentage of responses from parents is based on the number of families.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)