

Summary of the inspection report on

Dubai Scholars Private School

Publication Date of report

Month	Year
May	2009

School established for

32 years

School type	Private	Name of Principal	Ms. Aparna Yashpal Verma
Date of inspection	January 2009	Number of students on roll	1,375
Curriculum provided	UK	Contact telephone	04 2988892

Dubai School Inspection Bureau identified:

Key strengths of the school:

- The attitudes and behaviour of the students;
- The well-developed social awareness among students and staff;
- The examination results in English, mathematics, and science.

Dubai Schools Inspection Bureau requires that the school take the following action to secure further improvement:

- Collect and use relevant data to identify, develop and support individual learning targets;
- Create appropriate management systems that will provide clear direction, monitoring and accountability for:
 - Self-evaluation and improvement planning;
 - Selection and assessment of learning objectives and outcomes;
 - Staff appraisal and performance management.
- Develop and implement a professional development programme for teachers that will lead to student - centred teaching and learning;
- Improve the overall quality, quantity and accessibility of learning resources throughout the school.

Level 4: Outstanding

Level 3: Good

Level 2: Acceptable

Level 1: Unsatisfactory

How well does the school perform overall?

Acceptable

Next steps:

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. The next inspection will report on the progress made by the school.

About Inspections:

The purpose of inspection

The inspection was part of a strategy to evaluate educational standards and quality in all of the schools in Dubai. The inspection covered core aspects of the work of the school at all stages. Inspectors assessed the students' progress in key subjects, in particular, Arabic, Islamic Studies, English, mathematics and science (Grades 6 to 12). They evaluated important aspects of the work of the school including the quality of teaching and learning, the arrangements to protect and support students, including health and safety, leadership and management and the school's capacity for improvement.

The framework for inspection

All schools in Dubai were evaluated against seven central questions based on internationally accepted research into school effectiveness. Inspectors' evaluations concluded with a final judgement regarding the overall performance of the school. In the first cycle of inspections the judgement used for every school was:

Description of inspection levels

Level 4: Outstanding quality – exceptionally high quality of performance or practice.

Level 3: Good quality – the expected level for every school in Dubai.

Level 2: Acceptable – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

Level 1: Unsatisfactory – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

More information regarding the Inspection levels can be found in the online version of the Initial Quality Inspections Handbook at www.khda.gov.ae.

Inspectors assessed the following aspects of the work of the school:

- How good is the students' progress?
- How good is the students' personal and social development?
- How good is the teaching and learning?
- How well does the curriculum meet the educational needs of the students?
- How well does the school protect and support students?
- How good are the leadership and management of the school?
- How well does the school perform overall?

What happens next year?

A full report will be provided to parents in the second year. This will include information regarding inspectors' judgements on each of the quality indicators assessed.

Where can I get further information from?

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