

Inspection Report



Dubai National School

2014-2015



CONTENTS

School Information	2
Parents' Report.....	3
School Inspection Report.....	10
Overall school judgement	11
Key strengths	11
Changes since the last inspection.....	11
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development?	15
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?	18
How well does the school provide for students with special educational needs?	19
How good are the leadership and management of the school?	20
What are the views of the Principal, parents, teachers and students?.....	23
What happens next?.....	24
How to contact us.....	24

School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	1988
Website	www.dnsalbarsha.com
Telephone	04-3474555
Address	AL BARSHA 1 PO BOX 24060
Principal	Suad M.A. Abu-Harb
Language of instruction	English
Inspection dates	2 nd to 5 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2838
Number of children in Pre-K	0
Number of Emirati students	1826
Number of students with SEN	191
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	246
Largest nationality group of teachers	Syrian
Number of teacher assistants	34
Teacher-student ratio	1:11
Number of guidance counsellors	5
Teacher turnover	10%



Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	SAT
Accreditation	NEASC



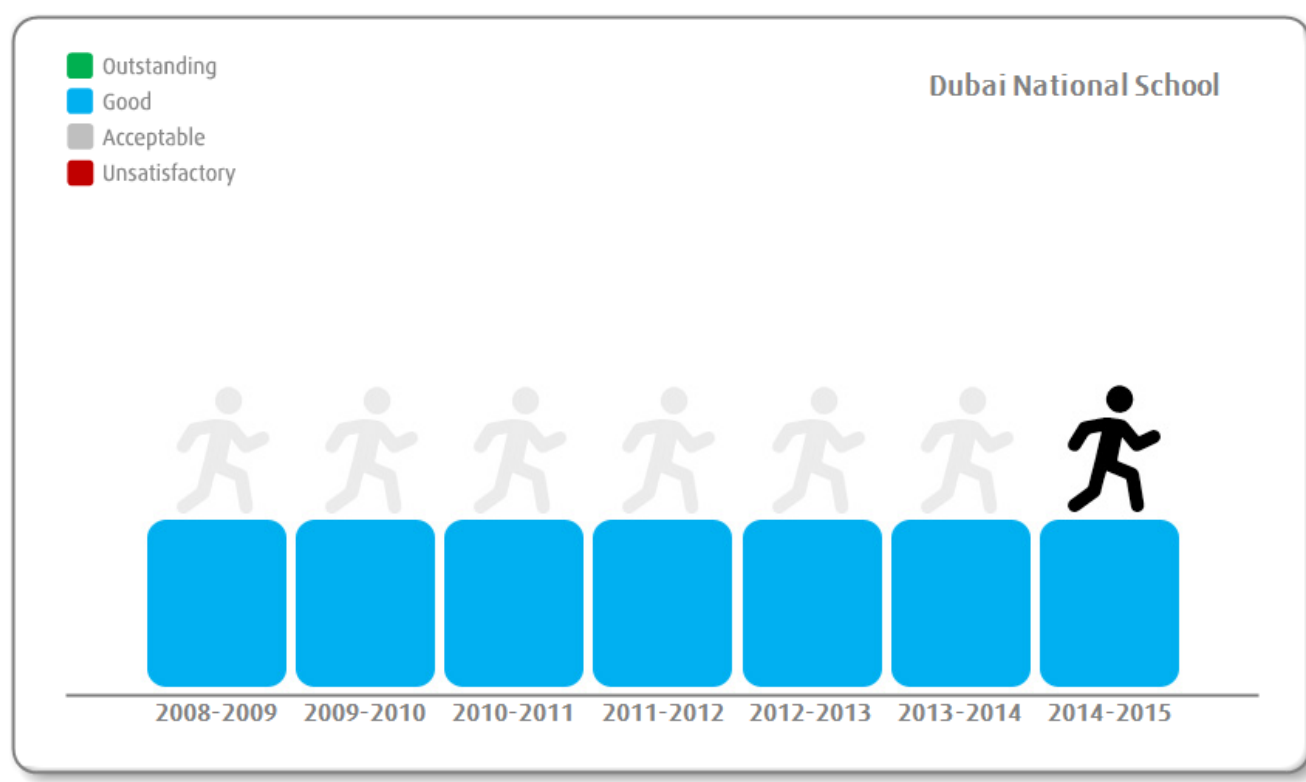
Parents' Report



Dear Parents,

Dubai National School was inspected by DSIB from 2nd – 5th February 2015, and the overall quality of education provided by the school was found to be **Good**

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

- Students' attainment and progress was good in almost all key subjects across the school.
- The majority of students had good learning skills and they worked well together in classes.
- In the high school, students demonstrated outstanding personal and social development, including their behaviour and their very positive attitudes to learning.
- The school was successful in its approach to ensuring a healthy lifestyle and a safe and supportive environment for all its students.
- The school had established good relationships with parents and involved them well in their children's education.

Areas for improvement

- Ensure teachers use assessment data more effectively to adjust their lesson planning and modify their teaching and the curriculum to better match the learning needs of all students in their classes.
- Improve the support that all students receive in class, particularly those with special educational needs.

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 Dubai National School



How well does the school perform overall?

Overall, Dubai National School provided a **'Good'** quality of education for its students.

- Attainment and progress was good in almost all key subjects across the school. Students demonstrated very effective learning skills. They were keen to collaborate, could make connections between their learning in different subjects, and responded well when given the opportunity to think critically and use information and communication technology (ICT) to support their work.
- Across the school, students demonstrated good behaviour and outstanding attendance. In the high school, the personal and social development of students was outstanding. They had an excellent work ethic, were well behaved and respected each other. Students showed an outstanding level of understanding of Islamic values, the heritage and culture of the UAE and an awareness of other global cultures. They contributed to the life of the school and the wider community and were dedicated to preserving the environment and conserving its resources.
- Teaching in all subjects and phases was good overall. However, teaching strategies did not always meet the full range of needs of all students, especially the boys, higher attaining students as well as students with special educational needs. Assessments of students' work were varied and included observations and regular curriculum tests. However, inconsistent marking of student work and the lack of effective analysis of student assessment data resulted in too many teachers not providing appropriately challenging learning activities, nor supporting students in understanding what they needed to do to improve.
- Students enjoyed a wide curriculum, which included more choices in the Kindergarten as well as a range of electives for students in Grade 10. These subjects were enriched by a wide range of extra-curricular activities.
- A strong culture of protecting and supporting students ensured that students enjoyed school and felt safe and valued.
- The newly appointed Principal and her leadership team had made a good start in moving the school forward. They were well supported by the Board of Governors, middle managers and a committed component of teaching staff. Processes for self-evaluation were secure and action plans had measurable targets. The analysis of assessment data had not yet led to improved challenge and support in all phases of the school with the exception for children in the Kindergarten. The strong communication links and regular reporting to parents helped them to play an important part in their children's education. Buildings were suitably maintained and resources were good overall but with a few important shortages.

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



- Students with special educational needs made acceptable progress in their learning and personal development.
- The school had an inclusive ethos and the special educational needs team, although appropriately qualified, were not always accurate with outcomes of the identification processes. Personal support for students was an integral part of the provision.
- Modification of the curriculum was unsatisfactory. The majority of teachers did not ensure that lessons were suitable for all students with special educational needs in their classes. Consequently, learning opportunities were reduced for these students which, in turn, impacted upon their overall progress.


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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Acceptable ↓	Acceptable ↓
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
		KG	Elementary	Middle	High
Learning skills		Good	Good	Good	Good





↑ Improved from last inspection

↓ Declined from last inspection



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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Good	Good	Outstanding	Outstanding

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good 	Acceptable 	Acceptable 	Acceptable 


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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Good 

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Outstanding	Good	Good	Good

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths


- Students' attainment and progress was good in almost all key subjects throughout the school.
- Students' displayed good quality learning skills in all phases leading to effective, collaborative studying.
- In the high school phase, students demonstrated outstanding behaviour, self-reliance and excellent relationships with staff, leading to very positive attitudes to learning.
- The school's approach to a healthy lifestyle, safety and support for the students was good.
- The school had good relationships with almost all groups of parents which helped involve them in their children's education.


Changes since the last inspection

- A new Principal had been appointed from within the school and the leadership team had been restructured.
- Curriculum design to meet the needs of students had improved in the Kindergarten and in high school and was now good.
- Personal and social responsibility of students in the high school had improved.
- The analysis and use of assessment to ensure teaching strategies met the needs of all learners was now acceptable in all phases except for the Kindergarten where assessment was good.

Recommendations

- Improve teachers' use of assessment data especially in the elementary, middle and high so that they adjust their lesson planning and modify their teaching strategies and the curriculum to better match the learning needs of all students in their classes.
- Improve the support that students receive in class, particularly those with special educational needs, by providing more effective differentiation and regularly monitoring and reviewing students' learning and outcomes.

 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	Good	Good
Mathematics	Good	Good
Science	Good	Good


- In English, children listened well to instructions and stories and a majority could respond to simple questions. By the end of the Kindergarten, the majority of children had developed a good understanding of phonics and were able to read and write simple words. Almost all children made good progress in writing and could copy one or more sentences correctly with well-formed letters.
- The majority of children in the second year of the Kindergarten could count reliably to 20 and state one number less than or greater than a given number. They matched manipulatives to the corresponding numerals up to twelve, added and subtracted single digit numbers and could identify geometric shapes. The majority of children made good progress in solving simple problems using manipulatives.
- In science, the majority of children could distinguish between the different states of water and the developmental changes in animals. They could differentiate between healthy and unhealthy foods and the consequences of eating unhealthily. Lack of opportunities to develop scientific thinking and conduct simple investigations, prevented more rapid progress in this subject.

Elementary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good


- In Islamic Education, students, and girls in particular, showed good recitation of the verses they learnt from Holy Qur'an. Students displayed a good understanding of the Islamic manners Islam and were able to recognise the differences between the Pillars of Islam and Iman. They had a good knowledge of, and made steady progress in, learning about Islamic forms of worship.
- In Arabic as a first language, students had a good level of language skills, including the application of the rules of grammar which they were able to apply in their writing. Girls were more skillful in speaking and listening, reading and role play, than boys. Progress in writing was relatively slower than in other language areas.

- In Arabic as an additional language, students had strong listening and responding skills. They could read the pre-learned text well and their writing was in line with curriculum expectations. Progress in listening, speaking and reading was good for the majority of the students. Their writing skills, nevertheless, were still developing.
- In English, by the end of elementary, students demonstrated good skills in listening, speaking and reading aloud. Their written work was limited; there was insufficient opportunity for original writing. Progress in all skills was good in almost all cases but the progress of boys was less rapid than that of girls.
- In mathematics, students in the lower elementary phase had a sound understanding of place value for tens and ones and were developing skills in the four operations of number. By Grades 4 and 5, most students had fairly strong skills at calculation. However, they were yet to develop their skills in independently using problem solving strategies.
- In science, students were able to relate scientific content to the real world. For instance, they were also able explain the impact of global warming and the strategies available to avoid it. Good progress was developed by students through being encouraged to think as scientists, use prior knowledge and extend this into new fields of interest in science.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Acceptable 	Good
Science	Good	Good

- In Islamic Education, the majority of students showed a good level of knowledge of the biographical details of the Prophet (PBUH). Most students were able to recite with accuracy the rules of the Holy Qur'an and their understanding of the manners expected of a good Muslim was strong, especially in the girls section.
- In Arabic as a first language, although the writing skills of most students remained limited, their extended reading skills were in line with curriculum standards. Speaking and listening skills were strong and above curriculum expectations for most students.
- In Arabic as an additional language, most students demonstrated good listening and reading skills, especially of topics which were familiar to them. Students could express their views well using an appropriate range of vocabulary. Skills in writing and reading of unfamiliar passages were in line with expectation. Students' progress in writing was a less well developed skill overall.
- In English, students' language skills were developing well as learners of English as an additional language. Their listening, speaking and reading skills were consistently good and a few students spoke English as well as native speakers. However, writing skills were still less well developed than the other skills in language.
- A majority of students used their developing understanding of geometry and algebra appropriately in practical applications. The key concepts of the curriculum for this phase were not yet well established for a significant proportion of students.


- In science, most students understood the effects of gravity and the difference between weight and mass, and the units used to quantify both. They could demonstrate using different measuring devices such as Newton meters. Students made good progress in being able to explain the effect of gravity in the environment and the theory of the planets.

High		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Acceptable 	Good
Science	Good	Good

- In Islamic Education, most students had a strong understanding of rulings of Islam and understood how to apply them to real life enthusiastically. Girls in this phase displayed better progress with the development of their skills, especially in being able to explain the impact of scientific miracles as described in the Holy Qur'an.
- Most students in Arabic as a first language were able to read age-appropriate books, although their comprehension skills were inconsistent. Listening and speaking skills were well developed especially for the girls. Boys generally made slower progress in reading comprehension and responding in Standard Arabic.
- In Arabic as an additional language, students had good listening, speaking and reading skills. They could read the familiar texts well. Their writing and reading of unfamiliar topics was in line with expectations. Progress in speaking, reading and listening, was strong for most students. Independent writing skills were still developing for the majority of students.
- In English, by Grade 12, listening and speaking skills were good and, for a minority of students, both were outstanding, allowing them to participate in debates at a very high level of literacy. Writing skills were still less well developed than the other skills, but students could produce 500 words of non-fiction original prose, writing cursively, with clarity and with very few errors.
- Students in the early part of this phase demonstrated a wide range of skills and attainment levels in mathematics, particularly with critical thinking and some foundation arithmetical concepts. Procedure and calculation-based aspects of mathematics were stronger for the majority of students. By the end of high school, through focused SAT 1 preparation and the mathematics curriculum, most students made notable progress.
- A good level of practical scientific skills was developed by most students. Collaborative working enabled students to enhance these further, for instance, in debating the effectiveness of different designs for demonstrating and measuring momentum. The majority of students made good progress in relating scientific theory in the classroom with the external world.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students' learning skills were good across all phases in the school. Students were well engaged and enjoyed being responsible for their own learning. However, in a majority of lessons in mathematics, students were attentive, rather than engaged. • Collaborative learning was a strong feature across most subjects. The majority of students communicated their learning with others positively when given the opportunity to do so. Productive working in groups was a strong feature in lessons observed in English and science in the girls' section. It was less evident throughout the elementary phase of the school. • The majority of students were able to connect clearly between different areas of learning and to real life situations. For instance, in science in the middle school, students applied their critical thinking skills to generate examples of fuel being converted into gaseous emissions and energy. • The use of ICT to support effective learning was evident in some lessons in English but it was an inconsistent feature in other subjects across the school. 				

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding 
<ul style="list-style-type: none"> • Across most phases of the school, students demonstrated mature approaches to school life. In the high school, this approach was of an outstanding level for boys and girls. Students showed increasing self-reliance and were positive about receiving feedback which supported the development of their work. • Behaviour in class and in the playground was good in classes, at transition times, assemblies and break times. • Respect and care of their peer groups was demonstrated in the way in which many students in the school cared for and included students, especially those new to the school and those with special educational needs. This was true of both boys and girls. Boys, in particular were resourceful, gentlemanly in their behaviour, honest in the way they spoke and addressed matters of importance. • Students demonstrated an excellent knowledge of healthy lifestyles. • Attendance was outstanding and almost all students were routinely punctual to lessons. 				

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The students' understanding of Islamic values and awareness of Emirati and world cultures was outstanding across all phases. They talked proudly about the impact of Islamic values on modern life in Dubai and UAE. Children in the Kindergarten and students in the elementary phase could explain in detail the Muslims' life in Dubai. In middle and high phases, students were fully aware of their own culture and Emirati culture. They were able to appreciate and explain the richness of the mix of cultures which forms society in Dubai. Students' understanding of other cultures around the world was exceptional. They had very good knowledge about different cultures in the Middle East. Those in the Middle and High phases, in particular, were able to compare Middle East cultures with life and the culture in the United States of America. 				

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Students in the middle and high school phases were very pro-active members of the school community, with their voices being heard through the Student Council, the prefect system and the variety of activities in which they were involved. Visits to the community centre for the elderly and special needs centres, as well as fund raising for a variety of charities, reflected their community responsibility and citizenship. Students showed a positive work ethic, leadership skills and participated actively in a range of class and school projects. Awareness of environmental sustainability was outstanding in the senior phases of the school. 				

3. How good are teaching and assessment?



	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none"> Teachers' knowledge of their subjects and how these are learned was generally good. Lesson planning, the learning environment and the use of time and resources were varied but stronger in the subjects taught in English. Teacher-student interactions, including the use of dialogue and questions, were strong in most lessons and a strength of English lessons. Teaching strategies to meet the needs of all groups of students were inconsistent across subjects and phases. Planning to meet the needs of all groups of students was inconsistent. Boys and the higher attaining students were not well served in lessons taught in Arabic. The promotion of critical thinking, reflection and independent learning varied between subjects and across the phases of the school. 				

- In the teaching of Arabic, teachers had strong subject knowledge and taught well. In a few lessons teaching was less effective. Only a minority of students learning Arabic had their needs met.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
<ul style="list-style-type: none"> • Internal assessment processes were well organised and were linked to the school's curriculum standards, based on the Common Core State Standards (CCSS) in English, Language Arts and mathematics. • International and external benchmarking was done inconsistently. ACER tests had been discontinued and MAP tests were yet to be implemented. The SAT was given to the majority of students in Grades 11 and 12 for mathematics only. • Analysis of data to show students' progress was thorough but this was not shared with teachers consistently. Consequently, only a minority of teachers used the assessment data to identify students' strengths and weaknesses and to modify the curriculum and their teaching strategies accordingly. • Teachers' knowledge of and support for students' learning was done well in the Kindergarten and some subjects and grades, but again, these were inconsistent. Most students received appropriate support, but the high attaining students, especially the boys, and those with special educational needs often did not. • Although most teachers marked students' work regularly, students were rarely required to respond. Student self-evaluation of their work was not a consistent feature across all phases and subjects. 				

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
<ul style="list-style-type: none"> • The good quality curriculum kept a clear focus on the adopted standards of the US Curriculum for key subjects, supplemented by additional programmes which fitted well to the school's vision. • Implementation of the CCSS in mathematics and English were becoming more established, and the Next Generation Science Standards were well understood. These steps provided a balance and coherence to the curriculum through all phases of the school. • The Arabic and Islamic Education courses were enhanced by a number of additional programmes, while 'Road to Success' and 'Global Citizenship' enriched the learning experience of all students. • The curriculum was reviewed regularly, and some efforts were made to build cross-curricular links. Initial efforts had been made to build enquiry and connections to real life, with a need for further development of this aspect as well as critical thinking and 21st century skills. • The quality of the curriculum in Arabic as a first language was good in most aspects with the exception of writing. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> Some modifications of the curriculum took place, and there were additions to the overall curriculum which enriched the learning experience and made school interesting. However, sufficient modifications to meet the learning needs of all boys, to support the students with special educational needs, and to challenge high achieving or talented students were not yet strong in all subjects throughout the school. In the Kindergarten, the design of the curriculum allowed all groups of children to be actively engaged in learning, and the special programmes for those learning English, as well as for gifted students, supported these students well. In the high school phase, the initiation of an electives system had been introduced at Grade 10 as a first step towards providing choice based on students' interest and preferred area of study. A wide range of activities took place to allow students to see themselves as part of a wider community and at the same time respect and value themselves and their school community. The school provide 70 minutes daily in learning Arabic for all the (448) children in KG using MoE curriculum. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> The school had a comprehensive series of policies and procedures relating to health and safety, including child protection and cyber-bullying policies. Students were aware of what actions they should take in the event of issues arising. Parents and the School Council had been involved in the creation of these policies and they had been incorporated into the school-parent contract. All staff received appropriate updating training on a regular basis. The school undertook regular checks to ensure campus and student safety, including well-managed clinics and efficiently organised fire drills. Staff understood their responsibilities in ensuring health and safety and students commented that they felt safe in school. Comprehensive records were retained of students' health, attendance, behaviour incidents and any other personal issues. Medical staff were vigilant in their checks on students and their records were retained securely. The premises were of very good condition and mostly hygienic and secure. The new canteen infrastructure was an exemplary facility for the school. The maintenance of the premises was good. Students were aware of the factors necessary for healthy living, including diet and exercise. Advice was systematically provided to both students and their parents. Sporting and extra-curricular activities and visits were valuable aspects of the school's provision. 				

	KG	Elementary	Middle	High
Quality of support	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> • There were exceptionally strong student and staff relationships across the school. • The school had effective systems for managing good attendance and punctuality. The improved systems for managing punctuality had resulted in a decline in the previous student tardiness in the middle and high school phases. • The school admitted a broad range of students with special educational needs. The systems to identify students with special educational needs were not always applied consistently. • The school had adequate systems to provide personal support for students with special educational needs. In-class support was strong in the Kindergarten but variable in the rest of the school. Only a few students with special educational needs received instruction in withdrawal support classes in the Kindergarten and Elementary phases. • The increased staffing in the counseling department and the active role of section supervisors ensured that the majority of students received helpful and focused advice and guidance. The high school career guidance programme helped students make appropriate post-secondary phase decisions. There were effective formal and informal systems for monitoring the wellbeing and personal development of students. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> • The school was committed to the inclusion of students with special educational needs and welcomed them into the school. • There were inconsistencies with respect to the way in which students with special educational needs were identified. • The absence of skillful differentiation for learning and teaching amongst specialist teachers was a key area for improvement given that these teachers were the main source of support for students with special educational needs in the school. • Parents were appreciative of the service provided by the school but suggested a greater balance between their child's academic development and their social, emotional and personal development. • Overall, the progress of the students was acceptable. The school still needed to focus more on the skillful differentiation by subject teachers, more precise learning targets in the Individual Education Plan (IEP), greater collaboration amongst the teachers involved with the students and a greater emphasis on the student's personal development. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> Under the direction of the new Principal, all senior leaders provided a clear vision and direction for the school. All were committed to ensuring that the school played its part in supporting the UAE national agenda. The leadership team had clear lines of delegation and responsibility, providing a unified team. The leadership skills of middle management were more varied as was their expertise to manage their departments. The leader of the Kindergarten ran an imaginatively organised section which contributed to recent success with provision in this phase of the school. Relationships were respectful and professional. Communication from senior leaders to and across departments was well developed. However, with such a large number of staff, messages were occasionally misinterpreted and sometimes vital information was not always acted upon. There were signs of a few recent improvements in provision, including outcomes for children and teacher training in the Kindergarten. School leadership was starting to bring about improvements, although it had not brought about enough improvement in the progress made by all students, especially that of the boys, high achieving students and students with special educational needs. Capacity to improve was clearly demonstrated by the continued drive for excellence and ambition of the senior leaders. However, they recognised that there was still more to be done to increase the quality of teaching, and in enhancing curriculum provision to improve school standards and students' performance. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> Self-evaluation was a continuous process in the work of the school. Senior leaders had involved all staff and stakeholders in a wide range review and in agreeing the outcomes of the school's self-evaluation. The school's recent improvement planning had resulted in improvements in the Kindergarten; this was less evident in the other phases. Assistant Principals and the heads of department regularly evaluated the quality of teaching but some of their judgements varied in quality. This information was not being analysed as thoroughly as it should have been with focus on specifying training needs, or providing a clear steer on where to direct the school's energies, for instance, in using assessment data to improve teaching strategies for learning in the classroom. Whole school development plan goals were achievable and measurable, and were developed from previous reports, including recommendations from the NEASC re-accreditation process. The school plan was supported by departmental action plans with specific targets linked to success criteria in the overall plan. Plans concentrated more on when tasks were completed rather than on their impact on students' progress and attainment. The school had made progress in addressing the recommendations from the previous inspection report but had only fully met the recommendation on addressing health and safety issues. 	

	Overall
Parents and the community	Good

- Parents spoke highly of the school and almost all parents were satisfied with the educational provision provided for their children. However, parents of children with special educational needs requested more specialised support and assistance. There were good opportunities for stakeholders to have a good level of involvement in the school. Parents were knowledgeable and clear about why the school suited their children very well.
- There was a strong sense of community which, together with effective communication, allowed parents to play an active part in the education of their children. Good links via the school website were now in place, used and appreciated by the parents.
- Regular progress reports, as well as behavioural reports posted on the secure website portal, gave parents a continuing picture of how well their children were developing and in understanding their next steps in learning.
- The parent volunteer opportunities in the school were numerous and provided links to the wider community. These included community service, supporting numerous charities, environmental improvement and links with businesses.




	Overall
Governance	Good

- There was a good level of representation on the governing body, including the school owner, leaders and parents. The Board of Governors had sought the views of parents, teachers and students which helped to inform their decisions.
- Regular, formal meetings ensured that the group monitored the school's actions and held senior leaders accountable for performance and academic outcomes. Through the reports they received and their own personal contact with stakeholders, the Board were kept in touch with the school's development. Their involvement in self-evaluation was clear and knowledgeable but was dependent on analysis and feedback from senior leaders in the school.
- Board members had been briefed on student performance and on pending issues which required further development. This was supporting their understanding and informing their strategic decision making. They were totally committed to their responsibility for developing the school further.

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The day-to-day running of the school was effective and efficient. Lessons began and ended promptly and both staff and students, moved around the school safely and in good order. Members of the school knew the routines and older students helped out with supervision. • Teaching staff held university degrees or higher, but only a minority had a recognised teaching qualification. Subsequent training was, therefore, sometimes difficult to pitch at the right level to bring about improvements in teaching quality. Staff were deployed according to their experience and specialist subject teaching. Staff used learning resources regularly in lessons to help students to learn. Levels of staffing engaged in the day-to-day running of the school were very high. • The premises and facilities were clean, safe and sufficient. Classes in the Kindergarten and in the Elementary phase in the girls' section provided a colourful learning environment. • The school had invested particularly in ICT resources which were being used around the school to good effect. There were, however, some shortages of English books in the library and in some practical equipment for use with students with special educational needs. 	

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
 Parents*	This year	373	25%
	Last year	324	25%
 Teachers	197		77%
 Students	386		88%

- A minority of parents and most teachers and students responded to their surveys. Almost all parents and teachers were satisfied with the education provided by the school. Most parents reported that their child enjoyed school, was safe and secure and had opportunities to become aware of other cultures as well as learn about the community and environment in Dubai.
- Most parents were satisfied that their child made good progress in the key subjects, although a majority were unsure about the level of progress for Arabic for additional language learners. Almost all parents were satisfied about the development of their children's learning skills and thought that teaching and assessment supported their children's development.
- Most agreed that the school was well led and their concerns were acted upon quickly by school leaders. Although most parents were satisfied with the range of resources, including ICT, a few noted that more active exposure to and integration of these was still required. Most agreed that the school provided a good range of subjects which prepared students for the next stages in their education, but a minority were concerned that the range of electives and extra-curricular activities was still too narrow.
- A significant majority of parents agreed that their child was being well protected from cyber-bullying and most were satisfied that personnel in the school dealt swiftly with any instances of potential bullying.
- Most teachers were satisfied with the time they were given to prepare and mark student work. Almost all students agreed that teachers were skillful in supporting their learning. They were less positive about support from guidance counselling in the preparation for the future and in having access to ICT to support their learning.

*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