

# Inspection Report



## Dubai Scholars Private School

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

[www.khda.gov.ae](http://www.khda.gov.ae)



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## School information



### General information

Location	Al Qusais
Type of school	Private
Opening year of school	1994
Website	www.dubaischolars.com
Telephone	04-2988892
Address	P O Box 2819, Dubai
Principal	Aparna Yashpal Verma
Language of instruction	English
Inspection dates	10 <sup>th</sup> -13 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Foundation Stage 1- Year 13
Number of students on roll	1583
Number of children in FS1	175
Number of Emirati students	0
Number of students with SEN	73
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	102
Largest nationality group of teachers	Indian
Number of teacher assistants	14
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	5%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE / A Levels
Accreditation	

The background of the entire page is a vibrant blue. It is covered in a repeating pattern of white, hand-drawn icons. These icons represent a wide array of educational subjects: science (flasks, atom symbols, globes), mathematics (rulers, plus and minus signs, lightbulbs), geography (globe), arts (musical notes, paintbrushes), and general school supplies (backpacks, notebooks labeled 'Notes', envelopes, paperclips).

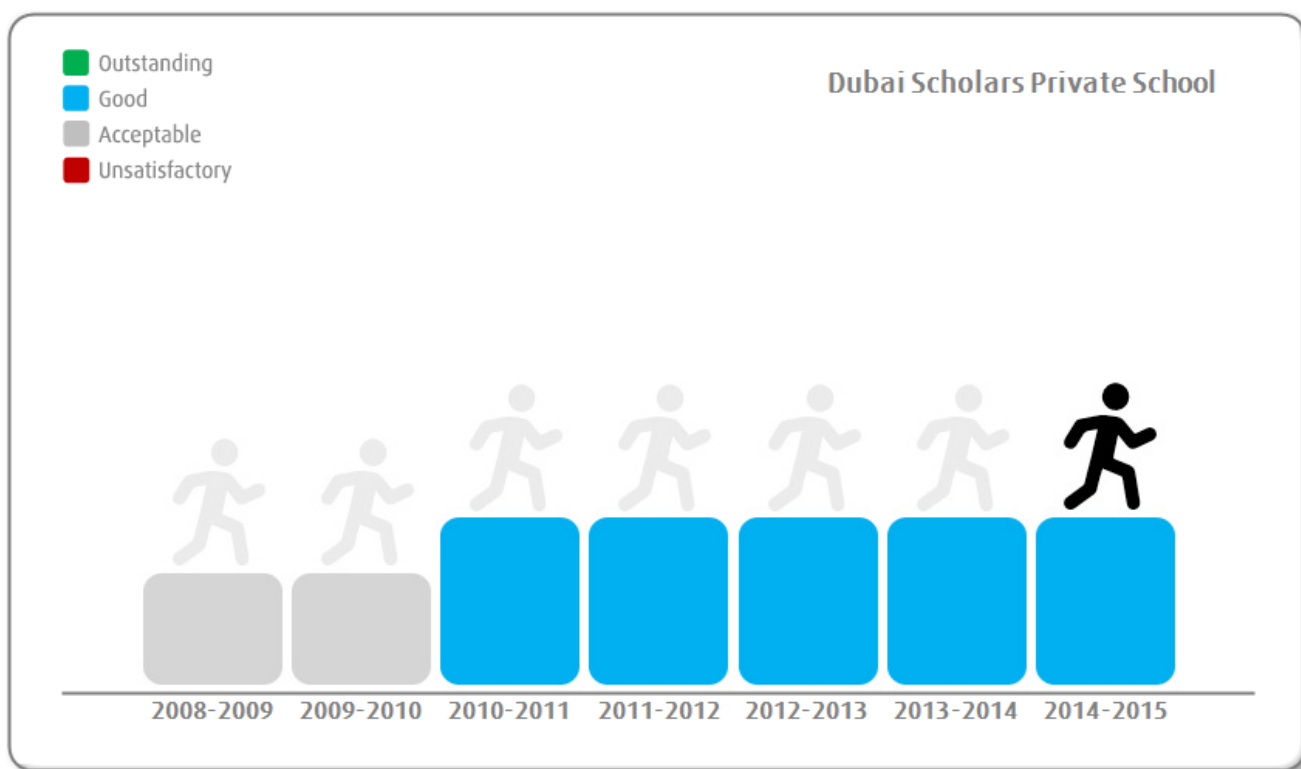
# Parents' Report



Dear Parents,

Dubai Scholars Private School was inspected by DSIB from 10<sup>th</sup> –13<sup>th</sup> November 2014, 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 in English, maths and science in the secondary phase was outstanding.
- Students' in all phases demonstrated outstanding personal responsibility for their learning.
- The quality of teaching was mostly good.
- The arrangements for students' health, safety and support were good.

### Areas for improvement

- Improve the collection, analysis and use of information on students' progress, especially in the Foundation Stage and the teaching of Arabic.
- Ensure work set by teachers matches students' individual needs and reflects their different starting point in lessons.
- Increase the range of teaching strategies used, particularly in the Foundation Stage and in Arabic lessons, so that students are given a wider choice of activities and tasks to learn from.
- Improve how teachers and students use learning technologies to support teaching and 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 Dubai Scholars Private School



### How well does the school perform overall?

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

- Older students' attainment and progress in most subjects were outstanding. Students' attainment and progress were the weakest in the Foundation Stage, especially in mathematics and science. In Islamic Education, students' attainment and progress were good. While their attainment in Arabic as an additional language was good, their progress was acceptable because of variations in the quality of teaching. Throughout the school, students were eager participants in the learning process. Their independent learning skills improved as they moved through the school.
- Most students grew to become independent learners as they progressed through the school, and demonstrated outstanding personal responsibility. All students were very well behaved, confident and had very positive attitudes towards learning.
- The majority of teachers had good knowledge of their subjects and had good understanding of how most students learned. School-based assessments provided information that enabled teachers to monitor students' progress. However, teachers did not consistently use marking opportunities to give quality feedback and help students improve.
- The curriculum helped older students do independent research and provided students with a range of activities inside and outside of school to widen their horizons. Although the Foundation Stage curriculum was in place, it was not fully embedded in all classrooms.
- The health and safety procedures were thorough and the school premises and buses were monitored regularly.
- The Principal provided the school with a vision for improvement and clear ways of achieving it.

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



- The majority of students with special educational needs made acceptable progress. They confidently took part in lessons and gained sufficient skills in preparation for the next stages of their education.
- The school had systems in place for identifying students with special educational needs when they entered school and throughout their time there. Students were supported through the appropriate changes made to the curriculum, but the changes were not evident in all lessons.
- Parents of students with special educational needs were fully involved at all times, including the writing of their children's individual education plans. They were kept up to date at regular meetings or by requesting meetings if they had concerns.

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




		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Good	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	Good	Good	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable ↓	Not Applicable
 English	Attainment	Good ↑	Outstanding	Outstanding	Not Applicable
	Progress	Good ↑	Outstanding	Outstanding	Not Applicable
 Mathematics	Attainment	Acceptable	Outstanding	Outstanding	Good
	Progress	Acceptable	Outstanding	Outstanding	Outstanding ↑
 Science	Attainment	Acceptable	Good	Outstanding	Good
	Progress	Acceptable	Good	Outstanding	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection





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

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Outstanding	Outstanding
Community and environmental responsibility	Good 	Good	Outstanding 	Outstanding 





## 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Good	Good	Good
Assessment	Acceptable	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Good 	Good 

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Good
Quality of support	Good 	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 in most key subjects were good or better in the primary, secondary and post-16 phases of the school.
- The development of students' personal responsibility for learning was good.
- The quality of teaching was mostly good.
- The quality of the curriculum and the curriculum design in both secondary and post-16 were good.
- The arrangements for students' health, safety and support were good.


## Changes since the last inspection

- Students' involvement with the community and their environmental awareness had improved.
- The design of the curriculum for older students was better matched to their learning needs.
- The support and guidance that students received had improved.

## Recommendations



- Improve the collection, analysis and use of information on students' progress, especially in the Foundation Stage and in Arabic as an additional language.
- Improve how teachers match the work they set so as to meet all students' needs.
- Increase the range of teaching strategies used to challenge, engage and interest students and children, most particularly in the Foundation Stage and in Arabic as an additional language.
- Increase students' access and use of learning technologies to develop their learning skills.

 Improved from last inspection

 Declined from last inspection

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

### Foundation Stage

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	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The majority of children entered school with English as an additional language and quickly acquired sufficient vocabulary to communicate and express their ideas. They were beginning to form recognisable letters and a few could write their names. They made good progress in speaking, listening and reading, and acceptable progress in writing.
- In mathematics, most children could count from 1 to 20. They were able to recognise numbers to 10 and could accurately count a small quantity of objects. A few children confidently used these number skills to solve problems.
- In science, children could order the sequence of actions and make a pictorial record of what they had done. Their progress in their understanding of scientific concepts was less well developed; for example, only a few were able to predict the effects water has on different materials.

### Primary



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

- In Islamic Education, the majority of students had good knowledge of the key principles of faith and worship in Islam. Their explanations of the five Pillars of Islam were well above expectations and they made good progress in their understanding as a result. They had detailed knowledge of both compulsory and optional prayers.
- In Arabic as an additional language, students had reasonable listening skills, but their speaking was not as well developed. Their writing was limited to familiar texts in their books. In the upper years, students made better progress in reading aloud.
- In English, most students expressed themselves with confidence and read fluently and independently. Students applied the rules of grammar very well in their writing and they attained outstanding levels of skill by the end of the primary phase.

- In mathematics, students developed high level on knowledge, skills and understanding and, by Year 6, they attained levels well above the expected outcomes. They had secure understanding of using and applying numbers, number operations, data handling and shape, space and measure.
- In science, the majority of students were developing good early skills of scientific enquiry. They could apply their scientific knowledge to make connections and develop a better understanding of their world.

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

- In Islamic Education, most students had secure knowledge of the Seerah. They could retell stories of some of the prophets of Allah and they knew accurate factual information about Prophet Ibrahim, Eesa and the Prophet Mohammed (PBUH).
- In Arabic as an additional language, the majority of students' had good listening skills and good handwriting. Their expressive speaking and writing skills were still developing. Students were able to read familiar texts, but their comprehension skills were limited.
- In English, students fluently read a wide range of novels and non-fiction texts. Most students had outstanding oral communication and writing skills.
- In mathematics, most students made outstanding progress in all aspects of the subject, particularly in those areas previously identified as needing improvement, such as data handling and geometry. For example, they confidently grasped the construction of shapes, the 60 degree angle and its relationship to design. Students identified its use in the building of the Burj Khalifa tower.
- In science, almost all students were developing strong practical and enquiry skills, and could use their knowledge and understanding well. This resulted in outstanding IGCSE results across all four sciences.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Good	Outstanding 
Science	Good	Outstanding 

- In Islamic Education, most students could understand and discuss the importance of humility and modesty in society. However, their understanding of the recitation rules and their skills in memorising longer chapters of The Holy Qur'an were less strong.
- In mathematics, most students had high level of independence and explained exceptionally well the mathematical processes on which they worked. For example, they recognised and understood the relationship between real-world problems and mathematical models to produce solutions.
- In science, challenging lessons supported the development of good scientific understanding. Most students could communicate an understanding of complex and abstract scientific concepts with confidence.




	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Good	Good	Good

- Throughout the school, students were eager participants in the learning process. The quality of students' independent learning skills improved as they moved through the different phases of the school. The majority of students were aware of their own progress in learning.
- In most lessons, the students collaborated well with one another and shared ideas to achieve the common goals outlined by their teachers.
- Students in all four phases made clear connections with prior learning and related this knowledge to the real world.
- Almost all students in the upper years had developed good research and analytical skills. They had the ability to communicate their findings through the use of a wide range of media, including drama, dance and the visual arts. Most students in the secondary phase used learning technologies at home for independent learning and research.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Almost all students were considerate and polite in lessons and during break-times. Students were developing self-reliance in organising their work well. Almost all students were sensitive and courteous towards others.</li> <li>• Students made good choices about their food and exercise habits, and the vast majority enjoyed a healthy diet and took regular exercise to keep fit.</li> <li>• Students showed their independence and creative skills to the full during school assemblies. However, too many students arrived late in the mornings and this had a negative effect.</li> <li>• Attendance over the last full term was good overall, as was students' punctuality to lessons.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Older students had a strong understanding of the influence of the Islamic values on the modern society in Dubai, and they respected and appreciated Islamic traditions.</li> <li>• Students were knowledgeable about the traditions and culture of the UAE; for instance, they described some of the main sporting activities such as camel racing, horse racing and falconry. Older students could discuss the development of UAE and identify the feature that had changed over time. Younger children were able to talk about Dubai's famous buildings and parks.</li> <li>• Students were able to confidently discuss the positive and negative aspects of Dubai's multi-lingual and multi-cultural society, and valued the contributions other nationalities made to Dubai. Younger students and children fully appreciated and celebrated their own culture but had more limited awareness of cultural diversity around the world.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Good 	Good	Outstanding 	Outstanding 
<ul style="list-style-type: none"> <li>• Across the school, students had strong understanding of community and environmental issues. In the Foundation Stage, children were community-minded and kept their work and play areas tidy and clean.</li> <li>• Older students were members of the student council and were involved in the local community. For example, they provided low paid workers with food and drinks at a special celebration.</li> <li>• Students had high levels of environmental responsibility. They initiated tree planting projects and made links with other schools and universities in Dubai.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Teaching for effective learning</b>	Acceptable	Good	Good	Good
<ul style="list-style-type: none"> <li>The majority of teachers had good subject knowledge and presented their lessons in ways that were accessible to students. They generally had good understanding of how their students learned, and planned lessons well.</li> <li>Most lessons had a well-planned structure with which students were familiar. Most teachers made sure that students were aware of their lesson objectives. Teachers normally managed time well and most allowed students the chance to reflect upon what they had learned. In the better lessons, particularly with older students, teachers used a wide range of strategies to help students learn. Where teachers used fewer strategies, students' progress was not as good as it might have been.</li> <li>The very good relationships amongst students and teachers ensured they interacted well. Productive discussions were relevant to students' learning and progress. Teachers generally had high expectations of their students.</li> <li>Work was not always well matched to different needs of students, particularly in the Foundation Stage, lower primary phase, and in Arabic as an additional language lessons. The planning and teaching of the majority of lessons in the Foundation Stage did not encourage the children to learn through play or make choices.</li> <li>Most teachers encouraged students to research and to learn independently. This was a strong feature amongst the teachers of older students. Students overcame the lack of access to learning technologies by working at home to carry out their independent research.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Acceptable	Good	Good	Good
<ul style="list-style-type: none"> <li>Internal assessments were appropriately matched to the current English National Curriculum throughout the primary and secondary phases. These provided the school with a valid measure of students' academic performance. In the Foundation Stage, the assessment system had recently been introduced and consequently, the monitoring of individual children's progress was only acceptable.</li> <li>The school made good use of the information from external assessments such as the Programme of International Student Assessment to compare the students' performance with others internationally. Secondary and Post-16 students performed exceptionally well against the external benchmarks of the International General Certificate of Secondary Education (IGCSE) and the Advanced Levels (A Level), respectively. School-based assessments provided information that enabled teachers to monitor students' progress. The information helped in planning support when required. The majority of teachers made good use of assessments to modify planning and the curriculum to meet the needs of all students. For example, increased emphasis was given to grammar skills and alternative topic choices in English. The way the school used assessments of students' progress in Arabic as an additional language and in the Foundation Stage was acceptable.</li> <li>In most subjects, there was regular use of peer and self-assessment, which increased students' involvement in their learning and helped them know how to improve.</li> <li>The quality of class-based assessment and marking was varied. The majority of teachers had good knowledge of strengths of individual students, but placed too much emphasis on numerical grading and little importance on using marked work to help students improve.</li> </ul>				





- In Arabic as an additional language, assessment data was not used when planning lessons to better meet students' learning needs. Students were rarely asked to mark their own work or that of their peers and missed out on opportunities to be reflective.

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Good	Good	Good





- The curriculum was well balanced, with a clear rationale. The range of subjects offered to students in both the IGCSE and A Level programmes provided the necessary breadth and balance for the small number of students in these groups.
- The well-planned transition between phases prepared students for change within a supportive environment and prevented unnecessary repetition. Regular, effective reviews of the curriculum and future planning were in place across all subjects.
- Curriculum planning incorporated opportunities for cross-curricular links, research, and with older students, independent learning and critical thinking. These opportunities included linking business studies with physics, or Islamic Education with geography in a study on the journey to the Hajj. Enrichment activities included a range of interesting excursions that were linked with work done in classrooms.
- Curriculum development across the four phases appropriately focused on both the development of skills and the acquisition of knowledge. Although the Foundation Stage curriculum was in place, it was not fully embedded in all classrooms.
- The provision for Arabic in the secondary phase did not meet statutory requirements because too little time was devoted to it. The school leaders, including governors, must ensure that the school is fully compliant with the Ministry of Education regulations for Arabic.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Good 	Good 

- The school had modified the curriculum to better provide for the non-selective intake. Students with special educational needs were supported within a developing programme. Teachers working with special educational needs students were assisted by the special educational needs coordinator to modify their curricula appropriately.
- The range of subjects reflected the future career choices of the students. The strong mathematics and science focus in the senior years allowed students to study subjects that matched their talents and interests. The school provided excellent career guidance and support.
- The broad range of extra-curricular and community links encouraged students to extend their learning outside the classrooms with sporting, creative and enterprising activities. One example was the celebration, support and welcome provided to locally based labourers to help them celebrate Eid.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school had good arrangements for child protection and involved parents, as appropriate</li> <li>The school provided all students with well-thought-out systems to ensure their safety.</li> <li>The medical team carefully monitored all students to support their health and well-being.</li> <li>The building did not provide sufficient access for students with physical difficulties.</li> <li>There was a good programme that influenced students' habits and lifestyle choices. The school advised and supported students to make healthy food choices at lunch times.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Good 	Good 	Good 	Good 
<ul style="list-style-type: none"> <li>There were very good relations between the staff and the students. The staff, in close collaboration with the school council and prefects, managed behaviour around the school very well.</li> <li>The school had implemented good systems to ensure that attendance and punctuality were maintained at good levels.</li> <li>Early assessment procedures for students who had special educational needs or learning difficulties had been introduced.</li> <li>A special educational needs coordinator was appointed and the school had introduced individual education plans for students with special educational needs. Additional learning support for students was provided in free periods and on a Saturday as needed.</li> <li>The well-being of students was monitored consistently by all teachers and support was provided for students by a qualified counsellor when necessary. Specialist speakers provided advice for students in Year 8. A mentoring system was in place, in which older students mentored children in the Foundation Stage.</li> </ul>				

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

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Acceptable
<ul style="list-style-type: none"> <li>Leaders were committed to improving the provision for special educational needs. Improvements over the last year had raised the levels of awareness of the teaching staff and made the learning environment more inclusive.</li> <li>The school had appropriate systems in place for identifying students with special educational needs at the time of admission and throughout their time in school.</li> <li>Students were supported through modification of the curriculum. However, the support was not consistently applied in all lessons.</li> </ul>	

- Parental consent was gained before the start of any interventions. Parents were fully involved in the identification process and in developing their children’s individual learning plans. Parents were kept informed of developments by attending regular meetings or by requesting meetings whenever they had concerns.
- The majority of students made acceptable progress in meeting targets on their individual learning plans. Some of the plans included too many targets. Students confidently took part in lessons and gained sufficient skills in preparation for the next stages of their education.

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

	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>• The Principal had a clear, pragmatic vision for the school and she was well supported by the expanded senior leadership team. Their separate and collective responsibilities were mostly carried out well.</li> <li>• The newly formed middle leadership team was coming to terms with their responsibilities for leading their subjects, contributing to the monitoring of teaching quality and school improvement planning.</li> <li>• The senior leadership team ensured good communication within the school. This enabled the staff and students to be aware of the school's expectations.</li> <li>• Leaders at different levels were committed to school improvement and had shown the capacity to help the school move forward.</li> <li>• Leaders had helped to maintain the school's generally good performance and contributed to some improvements.</li> </ul>	




	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>• The leadership teams worked well together to ensure that the school’s self-evaluation included the views of all staff members. Most of the self-evaluation judgments were accurate, illustrating that senior staff members knew the school well.</li> <li>• The school had put a lot of energy into collecting data about students’ performance and teaching quality. The school had used this broad overview well to set targets and to identify staff training needs. The data was not analysed thoroughly to support, for instance, students’ progress meetings with teachers, or to set finer targets for the improvement of teaching quality.</li> <li>• Senior staff members ensured that school improvement was firmly grounded in the right priorities. The improvement plan was well focused and had clear targets to evaluate the impact of the school's actions. The school had made a start on producing other action plans, but these were at an early stage of development.</li> <li>• Most of the last report's recommendations had begun to be addressed. Teaching, learning and assessment in the Foundation Stage was beginning to show signs of improvement. Some older students were making good use of Learning Technology. The more able, mostly older students were challenged a little more, but sometimes the work was not matched well enough to all of their learning needs. Support for students with special educational needs was better organised than at the previous inspection.</li> </ul>	

	Overall
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<b>Parents and the community</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• There was a broad consensus of support for the school from parents. They had few complaints and nearly all had confidence in the school's capacity to continue to improve.</li> <li>• The school used a number of ways to communicate with parents and keep them updated about the school's events and their children's progress.</li> <li>• Regular reports enabled parents to understand what their children needed to do in order to improve further. Parents supported their children's homework well.</li> <li>• Links with the local community were positive and some had far-reaching effects upon overlooked sections of the community and the students who took part. The school's good links with another school provided good opportunities for students to participate in team sports and supported teachers' professional development.</li> </ul>	
	<b>Overall</b>
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• A range of stakeholders was represented on the governing board. Governors were committed supporters of the school who had good understanding of its strengths and weaknesses which they had developed through their contact with parents, school meetings and school visits.</li> <li>• Governors monitored the school's performance well through their involvement in the school's improvement planning and self-evaluation.</li> <li>• Governors ensured that nearly all statutory requirements were met and were pro-active in helping to ensure funds were available to support developments. Their influence on the school had been positive.</li> </ul>	
	<b>Overall</b>
<b>Management, staffing, facilities and resources</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• Day-to-day matters were managed well and the school ran smoothly. This process was significantly supported by student prefects and the school council, who helped to safeguard students' welfare. Consequently, students moved around the school smoothly and safely.</li> <li>• There were enough staff members to teach the curriculum. Most were well qualified, but a few did not have teaching qualifications. Newly appointed teachers participated in some induction sessions. All teaching staff had regular training to support their professional development.</li> <li>• The premises were suitable for the number and age range of the students and for the curriculum to be taught well. However, the opportunities for students to develop their Learning Technology skills were somewhat restricted by limitations in the school's facilities and infrastructure. The school planned to use the introduction of cabling to improve matters. The central common area was only partially shaded.</li> <li>• There had been an improvement in the Foundation Stage equipment, but there were not enough library 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>	608	42%
	<b>Last year</b>	585	50%
 <b>Teachers</b>	93		87%
 <b>Students</b>	87		85%

- Less than half of parents responded to the KHDA survey. Overall, parental responses indicated high levels of satisfaction with the quality of education in the school.
- Parents, teachers and students agreed that students made good progress and reached good levels of attainment.
- Almost all parents stated that their child enjoyed school. A very high proportion of parents were very satisfied with the range of learning skills and the good self-awareness and awareness of other cultures that their children had developed.
- Almost all parents agreed that the teaching was good. The majority of parents stated that the school provided a wide range of subjects and extra-curricular activities, but a significant minority indicated that the school did not provide an appropriate range of resources, including information technology.
- Almost all parents stated that their children were safe in school. A majority of parents stated that the school listened to them and acted on their views but a majority of students indicated that the school did not listen to them well enough.
- Almost all parents thought that they were informed about how their children were progressing. The majority of parents thought that fee increases had not contributed to improving the school's facilities or their children's learning.
- All teachers, almost all parents and most students thought that the school was led well.

\*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)