

INSPECTION REPORT

Pristine Private School

Report published in April 2013

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

GENERAL INFORMATION ABOUT Pristine Private School

Location	Al Nahda
Type of school	Private
Website	www.pristineschool.com
Telephone	04-2674299
Address	PO Box 60830, Dubai, UAE
Principal	Peter Winder
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Kindergarten to Grade 13
Attendance	Acceptable
Number of students on roll	1,466
Largest nationality group of Students	Pakistani
Number of Emirati students	12 (1%)
Date of the inspection	4th February to 7th February 2013

Contents

The context of the school	3
Overall school performance 2012-2013	4
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development?	7
How good are the teaching, learning and assessment?	7
How well does the curriculum meet the educational needs of students?	8
How well does the school protect and support students?	8
How good are the leadership and management of the school?	8
How well does the school provide for Emirati students?.....	9
How well does the school provide for students with special educational needs?.....	12
What are the views of parents, teachers and students?.....	13
What happens next?	15
How to contact us	15

The context of the school

Pristine Private School provided an education for 1,466 boys and girls, a roll increase of seventeen per cent from the previous year. Almost half of the student population was Pakistani; about a quarter were from the Philippines and a tenth from Sri Lanka. In total there were students from 48 different nationalities. Emirati students made up one per cent of the roll.

The school offered the National Curriculum for England and Wales. At Foundation Stage it followed the Early Years curriculum. In the primary and secondary phases it followed the National Curriculum of England and Wales, as well as the Ministry of Education framework for Islamic Education and Arabic. Senior students sat the University of Cambridge International Examinations (IGCSE) at Year 11, and Cambridge AS and A-levels at Years 12 and 13.

The school was organised into four phases. Kindergarten, had one quarter of the student population, primary (Years 1 to 6) had half, secondary (Years 7 to 11) and post-16 (Years 12 and 13) together made up one quarter of the school's population. At the time of the inspection about one third of the 111 teachers were new to the school. Most had a recognised teaching qualification. There were eight support teachers assigned to the 46 students who had been identified as having special educational needs.

Overall school performance 2012-2013

Good

Key strengths

- The improved quality of provision in the Foundation Stage;
- The well behaved, enthusiastic, self-motivated students who were committed to their learning, and took pride in their school and belonging to the UAE;
- The effectiveness and shared vision of the collegial management team;
- The improvements made in response to the recommendations of the last inspection report.

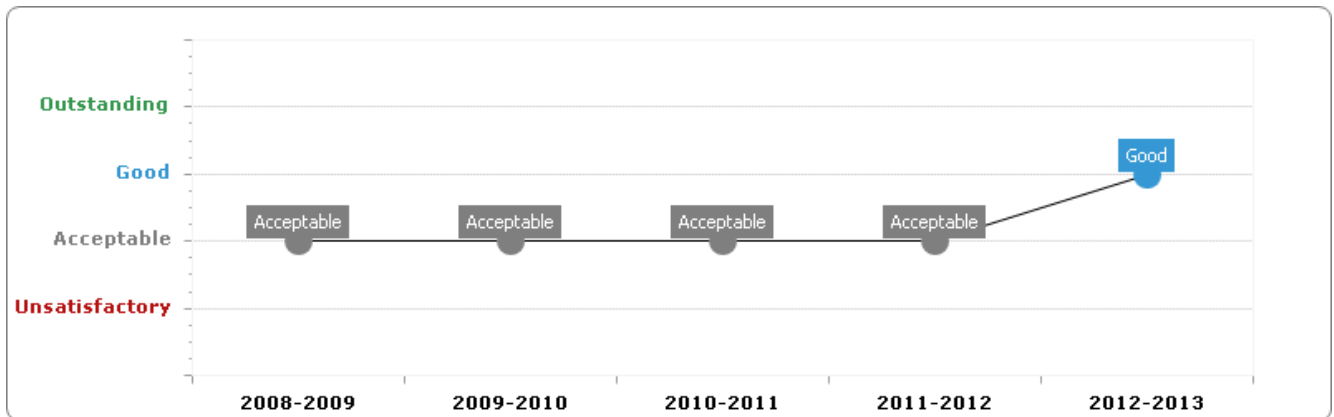
Recommendations

- Continue to improve attainment, in all key subjects in the primary phase and in Islamic Education and Arabic in all phases;
- Improve the consistency of teaching and learning across all subjects and phases, particularly in primary;
- Further develop assessment including the marking of work, teacher tracking of progress, and feedback to students to meet the individual learning needs of all;
- Enhance the quality of school self-review by making better use of performance data and ensure accurate judgements;
- Develop procedures in governance to seek the views of parents and to hold the school to account.

Progress since the last inspection

- The consistently good practice in the Foundation Stage;
- The introduction of an English language subject at post-16 phase;
- The development of a cohesive, effective management team ably led by the Principal;
- The positive progress in meeting the requirements of almost all previous inspection recommendations.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

	Foundation Stage	Primary	Secondary	Post-16
Islamic Education				
Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
Progress	Not Applicable	Good	Good	Good
Arabic as a first language				
Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
Arabic as an additional language				
Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
Progress	Not Applicable	Good	Acceptable	Not Applicable
English				
Attainment	Good	Acceptable	Good	Acceptable
Progress	Good	Good	Good	Good
Mathematics				
Attainment	Good	Acceptable	Good	Good
Progress	Good	Good	Good	Good
Science				
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Attitudes and behaviour	Outstanding	Good	Good	Good
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Quality of students' learning	Good	Good	Good	Good
Assessment	Good	Acceptable	Acceptable	Good

[Read paragraph](#)

How well does the curriculum meet the educational needs of students?

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

[Read paragraph](#)

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

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

Attainment in key subjects was variable with broadly good levels of achievement in English, mathematics and science. In Islamic Education across all phases, most students displayed acceptable understanding of Islamic values and history. Recitation skills of The Holy Qur'an were in-line with expectation. Most students across the school in Arabic achieved in-line with curriculum expectations. In Arabic as a first language, writing was the least developed skill with listening being the strongest. In Arabic as an additional language, students were able to read simple statements and could match sounds to letters. Comprehension and writing skills remained weak. In Foundation Stage English, there was a strong emphasis on the development of language and listening skills. In mathematics, attainment was variable across the primary phase. Higher achieving students had a good understanding of mathematical vocabulary, were familiar with a range of strategies for calculation and made good links between percentages, fractions and decimals. Primary phase science was enhanced by a practical approach. Strong investigation and analytical skills were evident. Knowledge of a broad range of topics was developed but understanding of earth sciences was variable. In senior phases, emphasis on scientific knowledge instead of skills and understanding restricted opportunities for critical thinking.

Students' progress was good across most areas of learning. In Islamic Education, most students made good progress in knowledge and recitation skills of The Holy Qur'an. In Arabic as a first language, most students made steady improvements in language skills, except for extended speaking and writing. In Arabic as additional language, reading comprehension was weak across the secondary but writing skills were acceptable. In English, progress was strong. Entry level English speaking skills were often limited but, by post-16, all used English confidently. Students in primary phase mathematics made good progress in understanding new concepts. In secondary and post-16 phases, international examination pass rates were increasing. In science, progress was stronger with links to other subjects and practical applications. Students with special educational needs were supported well and made similar progress to their peers. Progress in other subjects such as psychology, art, economics and mechanics at senior phases was good.

[View judgements](#)

How well does the school provide for Emirati students?

Only a few Emirati students were enrolled at the school. In all key subjects Emirati students' attainment and progress was at least good. In Foundation Stage there was good progress in understanding of knowledge and the world, also in number including shape, space and measurement, and in their reading and speaking. As they progressed through the school their levels of knowledge, skill and understanding developed at similar rates to their peers. They expressed pride in their country and its culture. Attendance and punctuality was acceptable. There was one Emirati on the Board of Governors.

How good is the students' personal and social development?

Attitudes and behaviour were outstanding in Foundation Stage and good in other phases. Younger children were highly responsible and self-disciplined. Students had positive attitudes and demonstrated self-reliance. The schools caring ethos underpinned the actions of almost all students. Older students were good role models to young children. They helped them with their work, took supervisory roles at break times and helped to keep classrooms in order. In all phases students responded positively to peers and adults. Most students had a clear understanding about keeping healthy and made sensible choices about food and exercise. Attendance was acceptable. Almost all students were punctual. Most students' had a good appreciation of Islamic values, and understood how these influenced their lives and behaviour. There was an awareness of the need to maintain, to promote and to foster these. Most were aware of UAE heritage and its importance to Dubai. Older students' appreciation of the history of the UAE and its background were well developed. Most had a strong appreciation of their own cultural background and recognised the diverse mix within Dubai which they described as a 'cultural hub'. In all phases, students had a good understanding of their community and environmental responsibilities. Classroom monitors, the student council, the heads of school and assembly presenters took key roles. Most students had a strong work ethic. Project work was enjoyed and competently completed. Senior students showed concern for environmental change and sustainability and the consequences of noise and air pollution. In lower phases, children understood the issue of road safety. A majority of students were mindful of conservation.

[View judgements](#)

How good are the teaching, learning and assessment?

The quality of teaching for effective learning was good across all phases. Teachers had thorough subject knowledge. Most understood how students learned. Lesson planning had a consistent format. Teachers effectively managed the pace of lessons. A few teachers used challenging questions that encouraged critical thinking and enquiry. The use of interactive whiteboards across all phases had a positive impact on the quality of teaching. However, in the primary phase, teachers had limited resources. In the Foundation Stage and in the senior phases, there were high expectations and challenging teaching methods which extended student learning. These were less developed in the primary phase.

The quality of students' learning was good across all phases. The majority of students were focused with good self-learning practices and outcomes. Students were able to moderate and judge their own learning. Most could learn independently, as well as in pairs, groups, or as a whole class. In the Foundation stage, children used interactive and physical materials to explore and discover. They linked concepts to real-life situations, events and objects. Opportunities for students in the primary phase to make connections between

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

areas of learning and to apply learning to the real world were restricted due to resource limitations. A lack of access to information and communication technology in classes restricted the quality and range of learning experiences of students in the upper phase. Students with special education needs engaged in effective learning with the aid of learning support staff.

The quality of assessment was good in Foundation Stage and in post-16 and was acceptable in both primary and secondary phases. Overall, assessment arrangements required further development. Systems for gathering data and monitoring students' progress were secure. However, its use to inform teaching and learning particularly across primary and secondary phases was not sufficiently rigorous. Teachers in Foundation Stage and post-16 had a good knowledge of student' learning outcomes. They understood the purpose of quality feedback. Assessment information was used to effectively plan to meet the learning requirements of those who had special educational needs.

[View judgements](#)

How well does the curriculum meet the educational needs of students?

The curriculum had a clear rationale. It was generally well balanced and reviewed regularly to ensure it met the needs of all students. It was sufficiently broad in junior phases and was becoming more so in senior phases. English had recently been introduced at Year 12 as well as additional recreational subjects. There was adequate progression which ensured most students were well prepared for their next stage of education. There was insufficient provision for higher achieving students, especially in the primary phase Cross-curricular links and curricular enrichment to enhance learning were becoming embedded.

[View judgements](#)

How well does the school protect and support students?

The arrangements for health and safety were good. The school premises and grounds were well maintained ensuring a clean and pleasant environment. School transportation fulfilled requirements. Fire safety procedures were reviewed regularly to ensure safe and speedy evacuation. Medicines and hazardous chemicals were securely stored. Detailed medical information was shared as required. Guidance on healthy living was embedded in the curriculum. All staff were trained in child protection and students and parents were fully aware of the procedures.

The quality of support was good. Students had very positive attitudes to work and to each other. The few behaviour issues were well managed. Attendance was well monitored, but a timely response to absences was not yet in place. Counsellors provide support at many levels. They taught personal development courses

to senior phase students, they provide advice and guidance for individuals and they supported teachers in their planning of programmes for students with special educational needs.

[View judgements](#)

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

The school had well developed arrangements to support students with special educational needs. Students with a variety of additional needs were admitted to the school. Their needs were clearly identified and appropriate learning support was provided. There were adequate numbers of staff to support the students in class and during withdrawal sessions. Students made good progress in whole class and withdrawal lessons. Individual education plans were detailed. Tracking to check attainment and progress was sound. Almost all parents of students with special educational needs were involved in the support process.

How good are the leadership and management of the school?

The quality of leadership was good. The Principal and his senior management team had developed and shared a clear vision of their plans for the school. This included an expectation of academic excellence developed through a holistic, values-based education. The direction for the school was clear. Effective delegation and a strengthening team approach were evident. Teams were being held to account for outcomes. However, more was required to ensure improved attainment and progress, particularly in the primary phase. Communication between all levels through-out the school had strengthened. Relationships were positive. There was good capacity for further improvement.

Self-evaluation and improvement planning was good. Most staff were involved in the development of comprehensive and detailed self-evaluation procedures. However, the views of parents, students and the board were not yet systematically part of this process. More valid and reliable data was required to ensure greater accuracy of self-evaluation judgements. Performance management systems were secure. All teachers were regularly observed in lessons. Their development needs were identified and supported through a strong professional development programme. The school's annual school improvement plan was comprehensive and provided for future development. Significant progress had been made in addressing the recommendations of the previous inspection report.

Partnerships with parents and the community were good. Parents were supportive of the school. There was a growing strength in the school's communication to parents. Regular newsletters, e-mails, an informative website, parent's association meetings and coffee mornings ensured regular two-way communication. New student progress reports to parents were informative. Foundation Stage reports included the areas of

learning and development from the Early Years Framework. The primary and secondary phase reports provided sufficient detail on attainment and progress including next steps for learning. A few links with the community had been established but this was not a strong feature of the school.

Governance was acceptable. The reformed governing body was beginning to establish itself. It had representation from a variety of professions, businesses and cultures. It included one parent representative. Key priorities were advising and supporting the management team, teachers and parents with plans to establish stronger direct links with parents. The Board did not play a role in leading school improvement, or in holding the school to account for its performance and quality.

Management including staffing, facilities and resources were acceptable. The day-to-day management of the school ensured efficient running. Most staff were appropriately qualified. They were well supported by a sufficient number of learning assistants. The premises were of an acceptable quality and were well maintained. The outside play areas were restricted and classrooms were designed for relatively small classes. Not all learning areas were accessible to students who had a physical disability. Throughout the school, classrooms and corridors had attractive displays of good quality student work. The libraries were functional, and had a range of new texts. Texts for Islamic Education and Arabic were limited. Classroom resources to support learning included interactive white-boards and a good range of manipulatives in Foundation Stage. The primary phase had fewer learning resources and senior phase classes had limited access to computers.

[View judgements](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form 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	312	32%
	Last year	279	36%
Teachers	89		80%
Students	85		96%

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

A majority of parents, most teachers and almost all senior students replied to their surveys. Most parents were satisfied with the quality of education. They stated that their child enjoyed school, made good or better progress in English, were treated fairly in school, and were educated in a safe environment. They were less positive regarding progress in Arabic as a first language, the understanding of Islamic for non-Muslims and the engagement of students in community projects. Students reported that they felt safe in the school, that their progress in English was good and that they understand how well they were making progress. They stated that there was a lack of extra-curricular activities, physical education and opportunities to be involved in community projects. Teachers were positive about almost all aspects of the school.

What happens next?

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

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress 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

Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.
It should not be used for commercial purposes or in connection with a prospectus or advertisement.