

Inspection Report



Deira Private School

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	13
How good are teaching and assessment?.....	14
How well does the curriculum meet the educational needs of all students?.....	15
How well does the school protect and support students?	16
How well does the school provide for students with special educational needs?	17
How good are the leadership and management of the school?	17
What are the views of the Principal, parents, teachers and students?.....	20
What happens next?.....	21
How to contact us.....	21

School information



General information

Location	Al Twar
Type of school	Private
Opening year of school	2009
Website	www.deps-sch.ae
Telephone	04-2641595
Address	Al Twar 3/231959
Principal	Ajmare Sundher
Language of instruction	English
Inspection dates	19 th - 21 st January 2015



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage 1 - Year 6
Number of students on roll	283
Number of children in FS1	37
Number of Emirati students	53
Number of students with SEN	14
Largest nationality group of students	Egyptian



Teachers / Support staff

Number of teachers	29
Largest nationality group of teachers	South African
Number of teacher assistants	11
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	25%



Curriculum

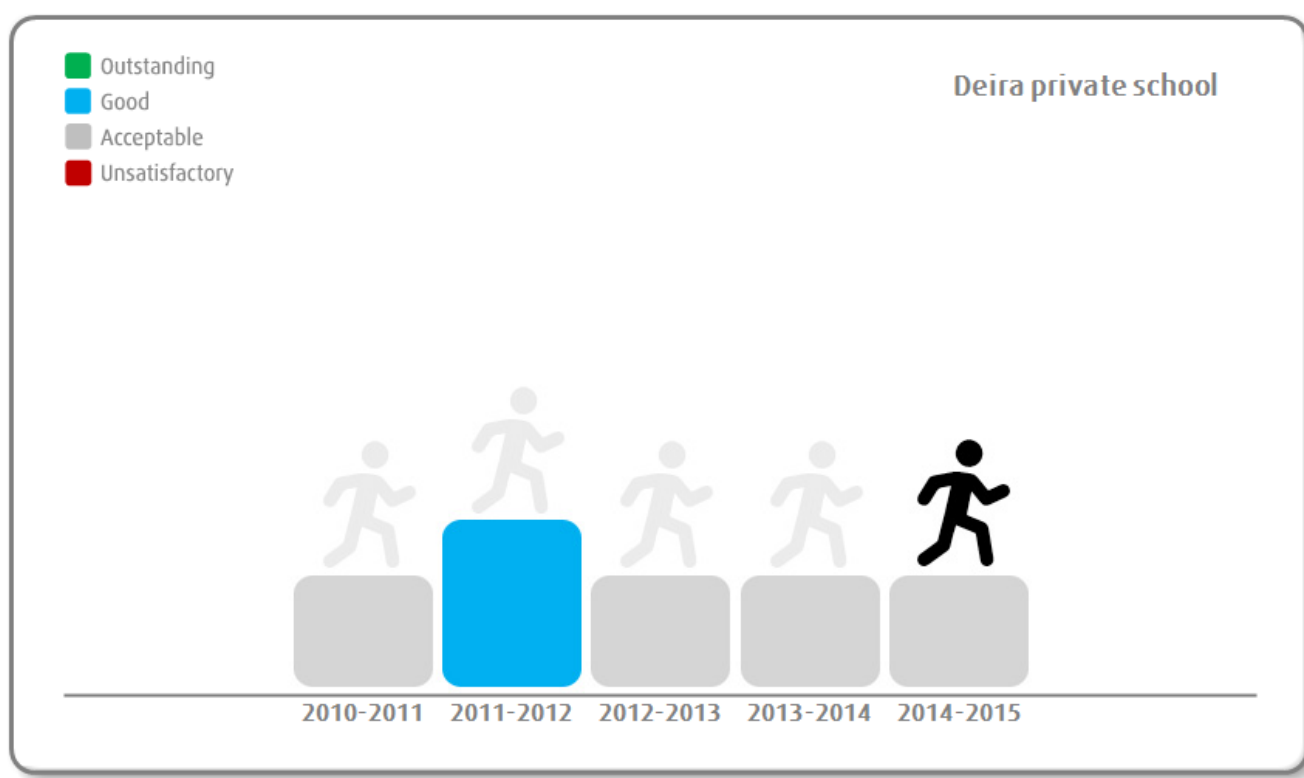
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	Cambridge International Curriculum Check points
Accreditation	-



Dear Parents,

Deira Private School was inspected by DSIB from 19th - 21st January 2015, and the overall quality of education provided by the school was found to be **Acceptable**

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



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

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

Strengths

- Overall, students made good progress and achieved well, particularly in English and mathematics.
- Students' behaved well, demonstrated positive attitudes and demonstrated a good understanding of Islamic values and environmental responsibility.
- Students benefited from a good range of curriculum enrichment activities.
- Support for students in the Foundation Stage was outstanding, and the attention given to students' health and safety across the school was outstanding.

Areas for improvement

- Improve the quality of teaching and students' learning skills so students make better progress in lessons in the primary phase.
- Improve the quality, accuracy and use of assessment data in order to provide learning which meets the individual needs of all students, particularly in the primary phase.
- Improve the quality of support for students with special education needs in the primary phase.

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 Deira Private School



How well does the school perform overall?

Overall, Deira Private School provided an '**Acceptable**' quality of education for its students.

- Students made good progress and attained well in all areas of learning in the Foundation Stage and in English and mathematics in the primary phase. Students' performance in Islamic Education, Arabic language and science lessons was acceptable. Although students' learning skills were at least acceptable, their critical thinking skills were not well developed and they had limited opportunities to use information and communication technology to support their learning.
- Students enjoyed school and this was reflected in their positive attitudes and good behaviour. They demonstrated a good understanding of Islamic values and a strong sense of responsibility for the environment.
- The quality of teaching was good in the Foundation Stage and acceptable in the primary phase. Teachers across the school had excellent relationships with students and their subject knowledge was secure. However, in the Primary phase, their use of assessment information to provide work at the right level for groups of students with different levels of ability was inconsistent.
- The range of enrichment activities across the curriculum had a positive impact on students' academic achievement and personal development.
- The school's attention to ensuring students' safety was outstanding and students were very well supported.
- The Principal provided insightful and determined leadership. There was a shared determination among school leaders and governance to improve the school's performance, and development plans were well-structured. However, assessment information was not entirely accurate, and consequently some of these plans were not accurate or secure.



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

- Most students with special educational needs, made good progress in their academic learning particularly in the Foundation Stage and also in their personal and social development because of the good support they received in lessons.
- The school had an inclusive ethos. The special educational needs' team was appropriately qualified. Support for students was well-planned across the school but more consistently applied in the Foundation Stage.
- The curriculum was appropriately planned. All students who were identified as having special educational needs, had individual education plans and were appropriately supported and challenged in the majority of lessons. This contributed significantly to their learning and personal development.

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

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 English	Attainment	Good	Good
	Progress	Good	Good
 Mathematics	Attainment	Good	Good
	Progress	Good	Good
 Science	Attainment	Good	Acceptable
	Progress	Good	Acceptable
		Foundation Stage	Primary
Learning skills		Good	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

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

	Foundation Stage	Primary
Personal responsibility	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Community and environmental responsibility	Good	Good


3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable
Assessment	Good	Acceptable

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

	Foundation Stage	Primary
Curriculum quality	Good	Good
Curriculum design to meet the individual needs of students	Good	Good

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Good 

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

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

Overall school judgement

Acceptable

Key strengths


- Students' attainment and progress in English and mathematics was good across the school.
- Students demonstrated positive attitudes and good behaviour, and they had a good understanding of Islamic values and a good sense of responsibility for the environment.
- There was a good range of enrichment activities across the curriculum and these had a positive impact on students' academic achievement and personal development.
- The attention given to ensuring students' safety and the quality of support provided were outstanding, particularly in the Foundation Stage.


Changes since the last inspection

- The Principal, vice-Principal and subject leaders were new to the school at the beginning of the academic year.
- The number of students on roll at the school had increased.
- The quality of support for students had declined from outstanding to good in the primary phase.

Recommendations

- Improve the quality of teaching and students' learning skills by providing more opportunities for students to:
 - think critically, work independently, and develop their research skills
 - pursue their own interests in lessons, and explore their own ideas practically
 - routinely reflect on their own learning.
- Improve the quality and accuracy of assessment so that:
 - leaders and teachers have a secure analysis of students' progress and attainment, and baseline for improving students' learning
 - performance data is used to hold teachers to account for students' outcomes
 - teachers set work that challenges students of all abilities in their day to day learning
 - ongoing assessment is used during lessons to inform planning.
- Improve the support for students with special educational needs in the primary phase by ensuring teachers in all subjects regularly take account of these students' individual needs, and monitor their progress towards their individual learning targets during lessons.

 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	Good	Good
Science	Good	Good

- In English, children became increasingly confident in listening with understanding and in their speaking skills. After learning the sounds that letters make (phonics), most could read well for their age and most could write simple words by blending sounds together.
- Children's attainment and progress in mathematics was good. They could count accurately up to 20, and add and subtract up to 10. They were able to identify geometric shapes and some of their properties. They gained a good idea of how to measure quantities. For example, they used a balance scale to create two equal quantities of the play dough they had used.
- In science, children's knowledge and understanding of their world was good and they made good progress in their learning. They demonstrated a good understanding of healthy eating and could explain why it was important to have a healthy diet. They were able to carry out directed activities well, but their early skills in independent investigation and exploration were less secure.

Primary

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

- Most of students knew and understood the main Islamic concepts, such as the five pillars of Islam. They had age-appropriate knowledge of Islam's etiquettes. They knew key historic events such as the Battle of Bader. Most students memorized and recited short Surahs of the Holy Qur'an applying a few Tajweed rules.
- In Arabic as a first language, most students had appropriate listening skill. Although they could communicate their ideas appropriately, they were often reliant on colloquial Arabic. Most students were making sufficient progress developing their knowledge of vocabulary.
- Students studying Arabic as an additional language attained levels that were in line with curriculum expectations. Most of them understood basic class instructions, and responded to basic questions using simple words and short phrases. The majority of students made good progress in formulating sentences.

- In English, students' speaking and listening skills were generally good. Reading levels had improved well and students had developed their skills in text analysis, and discovered the joy of reading for pleasure. The majority of students had a good grasp of basic grammar and applied this well in various short writing tasks. Written work was mostly well presented with accurate spelling and punctuation, but imaginative and creative writing was weaker.
- In mathematics, students made good headway from their above average starting points as they started Year 1. By Year 6, levels of attainment were typically above average. Most students in the year group had a good grasp of the 'four rules' of mathematics. They confidently multiplied and divided using various strategies. Students used their secure number skills effectively when tackling mathematical problems.
- Students' progress and attainment in science were acceptable. Their progress in developing critical thinking and investigative skills was accelerating, although they were at a broadly acceptable level. This was because students were tackling more practical work. For example, students were able to carry out simple experiments when investigating factors that affected the rate at which ice melted.

	Foundation Stage	Primary
Learning skills	Good	Acceptable

- Students were enthusiastic and had positive attitudes to learning. For example, children in the Foundation Stage were thoroughly absorbed in a practical mathematics session estimating weight. This promoted critical thinking effectively, resulting in them being able to make comparisons and use the correct mathematical language. Students generally, were not aware of how well they were performing and, therefore, were not always clear about how to improve their work.
- Students worked well in groups. For example, in science they were able to carry out experiments. However, students were not able to maximise the opportunities presented to them to express their ideas. This was because their critical thinking skills were not well developed. Similarly, in Arabic and Islamic Education, students did not have enough opportunities to reflect or to develop such skills. In some other subjects, lessons were too dependent on text books and this also reduced opportunities for students to think critically.
- In the primary phase, students' application of learning skills to real life situations and between subjects was inconsistent, hindering their abilities to make connections in their learning.
- Opportunities for students to use learning technologies, such as laptops and tablets, were limited.

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

	Foundation Stage	Primary
Personal responsibility	Good	Good
<ul style="list-style-type: none"> • Students enjoyed school. They were generally enthusiastic and keen to contribute. Students behaved well, even when not directly supervised. • Students were very polite and courteous when talking amongst themselves, when they spoke to teachers and support staff, and during discussions with inspectors. • Relationships between students and staff were excellent. Students celebrated one another's achievements, as evident during the Monday 'Winners' Assembly'. The introduction of a 'problem solving wheel' meant that students were increasingly able to resolve minor conflicts independently. Students showed tolerance, respect and empathy for other children. When they saw the need, students gave a helping hand to their peers, for example, those with physical disabilities. • Termly activities led by the 'healthy living committee' motivated students to develop positive attitudes at school and home. Students knew the importance of exercise and took part enthusiastically in sports and other physical activities. Parents reported that their children talked about healthy eating at home and thus encouraged the family as well. • Students arrived promptly for lessons. A student survey showed that almost all children were aware that they must attend regularly in order to progress in their learning. Attendance was at an acceptable level. 		
	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
<ul style="list-style-type: none"> • Most students had a clear understanding of Islamic values and the impact of these on daily life of Dubai. • Students appreciated the heritage and culture of the UAE. For example, children in the Foundation Stage had participated enthusiastically in a 'My Culture Day', and had shown their enjoyment. • Students had a good awareness and appreciation of their own culture and other cultures from around the world. For example, they knew about cultures. 		
	Foundation Stage	Primary
Community and environmental responsibility	Good	Good
<ul style="list-style-type: none"> • Students participated enthusiastically in a wide range of community projects. They had an acute sense of responsibility for those less fortunate than themselves. This was apparent, for example, in their participation in charity events. • Most students carried out tasks conscientiously. They knew the importance of trying their best and took the initiative at times. For example, students wrote to the Principal suggesting some changes to the fire-evacuation route. They also decided to make and sell 'friendship' bracelets in support of a local charity. 		

- Students' sense of responsibility for the environment was heightened through visits. For example, visits to a local turtle centre had helped them gain an understanding of the importance of sustainability and conservation.

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable

- Most teachers had a good knowledge of their subjects. Their understanding of how to teach their subjects to enable students to enjoy learning and make good progress was variable.
- Lessons were generally well planned and organised.
- In the best lessons, teachers provided a good level of challenge and asked demanding questions of their students. This was more evident in Foundation Stage and upper primary phase. Most teachers made adequate use of resources, although there were few opportunities for students to take advantage of learning technologies.
- Teachers did not routinely identify the diverse learning needs of different groups of students, particularly the more able and those with special educational needs. In some lessons across the school, students were not given sufficient opportunity to learn independently.
- Critical thinking skills were promoted more effectively in the upper primary phase. Elsewhere, group activities were too reliant on adult intervention.
- Most teachers of Arabic had adequate subject knowledge but their understanding of how students learn was inconsistent. They used a variety of resources but lesson plans did not have enough detail on how these were to be used effectively. Teachers' questions usually required only simple answers. When students worked in groups, teachers' rarely checked on their progress. Teachers set modest expectations and did not give students enough opportunities for reflection or to develop enquiry or critical thinking skills.

	Foundation Stage	Primary
Assessment	Good	Acceptable

- Assessment procedures including the maintenance of learning portfolios were well established in the Foundation Stage.
- In the Primary phase, the school's assessment systems provided data on students' academic performance.
- The information was not analysed in sufficient depth to provide the school with a detailed picture of each student's attainment and progress.
- In some cases, assessment information was used well. For example in English, data from reading tests were used to inform guiding reading groups so that students were set work at the right level. However, assessment information was not sufficiently detailed. Few teachers were using information about students' attainment and progress well enough to modify lessons and to set work at a challenging level for all students.
- Although most teachers corrected students written work, marking rarely included guidance on how they could improve. A few students were involved in meaningful self-assessment, particularly in the foundation stage and upper primary classes.


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

	Foundation Stage	Primary
Curriculum quality	Good	Good
<ul style="list-style-type: none"> The curriculum had a clear rationale and provided guidance about expected levels of attainment in each year group and phase. The curriculum ensured continuity and progression across subjects. However, there was a lack of focus on the acquisition of investigation and critical thinking skills. The curriculum was enriched with a wide range of learning experiences. Over the previous year, further enhancements had been made such as the design and technology, 'Formula 1 Paper Car Challenge'. A good range of extra-curricular activities were engaged in enthusiastically by students. Cross-curricular links were made between some subjects but this was not a prominent feature of practice across the phases. The curriculum was reviewed annually and adaptations made to meet the learning needs of students. A few areas still required improvements. For example, the use of English currency to teach about money, rather than local UAE currency. The Arabic curriculum followed Ministry of Education's requirements, but the standards set were below those expected. An appropriate range of extra activities supported students' knowledge of Arabic. However, the curriculum followed by students for whom Arabic was their first language was not meeting their learning needs. Some further modification was required to set work at the right level for different groups of students, particularly the most able. 		

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Good	Good
<ul style="list-style-type: none"> Across the school, many teachers adjusted their lesson plans to provide suitable tasks and activities for different groups of students. This was stronger in the Foundation Stage and in some classes in the Primary phase, and helped students develop their knowledge, understanding and skills in English and mathematics. However, planning to meet the needs of students was weaker in Islamic education and Arabic, and in science in the lower primary classes. In Foundation Stage and younger primary classes, there were some opportunities for students to make choices about what and how they learned. Older students in the Primary phase spoke positively about choices within topic work and how they could help to choose enrichment activities. A good range of extra-curricular activities supported students' academic and personal development. These included competitive sports such as karate. Educational visits also added to students' enjoyment and learning. The school offered a two 40-minute sessions per week for all of the 46 children in the Foundation Stage. Classes for Arab and non-Arab children were combined and the school's curriculum programme targeted children acquiring basic vocabulary and common phrases at a non-native level. 		

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students were looked after very well. Their safety and welfare were given high priority. Teachers, staff and parents were aware of the school's child protection policy and procedures. The school had started effective Internet and social media protection systems. • Arrangements to ensure student's safety when arriving at and leaving the school, when using school buses or parents' cars, were excellent. The school's buildings and premises were safe and hygienic with excellent supervision of students in corridors, during break time and in the cafeteria. Maintenance contracts were up-to-date and were effective. • The school had a very thorough system to ensure students' health and safety. Very good records of minor accidents and fire drills were held. The doctor and nurse kept comprehensive records of all students. • The school building and premises were well equipped to meet the needs of all students, especially those with special educational needs. • The cafeteria provided excellent choices of food to students and promoted healthy living. 		

	Foundation Stage	Primary
Quality of support	Outstanding	Good 
<ul style="list-style-type: none"> • Staff and students enjoyed highly supportive and productive relationships. These underpinned the on-going management of behaviour and care. Students were confident to ask for help if they needed it. • Attendance and punctuality were closely monitored. Absences were followed up, reasons recorded and parents contacted, if school attendance was of concern. • The school had effective systems for identifying students with special educational needs. There were clear policies and processes for their admission, inclusion, and learning support requirements. • Students with special educational needs received personalised and well-targeted support in the Foundation Stage. This level of academic support had yet to be firmly embedded within the primary phase. • Older students and their parents received good support in preparing for the transfer from Year 6 to other schools for the next phase of education. 		

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> The newly formed special educational needs team, including the qualified school counsellor, used a variety of assessments to identify accurately the specific needs of students. This informed the design of successful and personalised support in the school. This team had been effective in developing the school's strategy and approach to supporting students with learning and language needs. An action plan had identified areas for further development to improve outcomes for students, especially in the primary phase. Partnerships with parents were effective and there was mutual trust. Parental support and communication were skillfully and sensitively handled by the school's counsellor. Parents had access to her and benefited from her guidance. This promoted excellent partnerships and enabled parents to support their children's learning at home. Through a supportive monitoring system, most children with special educational needs were appropriately supported in lessons. This was more effective in the Foundation Stage, where their personal and emotional well-being as well as their academic needs were borne in mind. In the primary phase, not all activities were consistently adapted to meet the specific learning needs of students even though the personal support and care provided was a strength. The academic progress of students with special educational needs was good or better in the Foundation Stage and in mathematics in the Primary phase. Students with more complex learning needs, including those with academic as well as physical and mobility difficulties, made good progress in their personal and social competencies which ensured they were fully included in all aspects of the life of the school. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The Principal and Vice-Principal worked together successfully to establish a strong team spirit where staff shared the ambition that all students achieved as well as they could. Leaders at all levels had a strong sense of collective responsibility. All staff willingly joined 'cluster teams' and contributed their ideas. For example, a group met regularly with the aim of ensuring improvements in mathematics and science. A core team, chaired by the school's counsellor, responded quickly to any pastoral concerns raised by staff. Relationships between leaders were professional, purposeful and productive. Staff were clear about expectations. This was aided by a 'professional code of practice' agreed by all teachers. Students were increasingly aware of the expectation that they should behave well, take heed of advice, reflect on their own learning and try hard. 	

- The Principal had played a pivotal role in driving improvements. Under his effective leadership, the management structure had been refined to help ensure that students' learning and progress were central to planning. With one exception, subject leaders were all new to the school at the beginning of the year. They had made a good start in finding out and addressing weaknesses in the provision and outcomes, indicating a good capacity for improvement.
- Good progress had been made in improving some aspects of provision, such as the quality of teaching in science. However, school leaders were aware that more needed to be done to improve the school's overall effectiveness.

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The Principal he had initiated a whole school review to clarify what was working well and what needed to be improved. All teaching staff were invited to contribute. This provided a secure base for establishing key priorities for action. • Leaders checked the quality of teaching regularly and took advice from external consultants. They considered the effectiveness of teachers' classroom strategies alongside how their students were progressing. Effective methods were increasingly shared and, if required, improvement targets were set and further training was arranged. • The analysis of data concerning students' progress and attainment was not coherent. Different systems were not aligned and this led to some confusion. Action plans had quantifiable goals and included information about how these were to be achieved, but due to inconsistencies in the assessment information, targets were not always securely based. • Some progress had been made in implementing the recommendations set out in the previous inspection report. However, as the school acknowledged, there remained inconsistencies in significant areas, such as teachers' use of assessment information to match work to the different needs of students. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • The school successfully encouraged parents to participate in the life of the school. This was evident through their enthusiastic attendance and participation at events such as assemblies, concerts, 'read to your children week' and parent workshops. A small group of parents provided feedback, for example, on report cards and the school improvement plan. • Communication with parents was generally effective and kept them well-informed, although this was more consistent in some year groups than others. The school's website provided a good overview of the school's core values, admission procedures, fees and the curriculum. Frequent newsletters provided a useful channel for information between home and school. School leaders greeted parents and their children warmly at the beginning of the day. • Parents received detailed reports which identified what children should do to improve. They welcomed the introduction of termly report cards but identified inconsistencies across year groups in on-going feedback. Parents welcomed the open-door policy which meant they could drop in to see the Principal. Plans were in hand to introduce an electronic system to facilitate immediate communication between home and school. 	



- Community links made a strong contribution to students' academic progress and personal development. These included links with Dubai Cares, Dubai International Writers Centre and a local hospital. Exchange visits with local schools provided good opportunities for staff to share ideas.

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • The owners' representative played a significant role in the development of the school. Parents could express their views via the Principal, although there was no explicit channel for communication between parents and the owners. Plans were in hand to establish a governing body with wider stakeholder representation. • School leaders were held to account through regular meetings between the Principal and the owners' representative, detailed reports and very frequent telephone calls. Among the aspects of the school's work that were routinely reviewed were the quality of teaching and the academic outcomes for students. • The owners responded positively when school leaders identified shortfalls in resources or the need for extra funds to implement development plans. For example, they had enabled the appointment of a vice-principal in order to strengthen the management team. Most statutory requirements were met, including the additional time allocated to Arabic teaching, to address the shortfall identified in the previous inspection. However, the school had not ensured that all teachers in the Islamic and Arabic teaching departments had been approved by the KHDA. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The operational management of the school was good and school leaders made effective and efficient use of available resources. The security, reception, administration and support staff made a strong contribution to the smooth running of the school. • Almost all teachers were suitably qualified and were deployed appropriately according to their experience. There was a reasonably good range of experience among the staff. Most teachers demonstrated a secure understanding of how children learn, but this was inconsistent across the school. • The buildings were very well maintained, and provided a pleasant learning environment for students and staff. Classrooms were generally of an adequate size. However the size of the rooms and additional spaces in the Foundation Stage somewhat constrained teachers' ability to provide practical experiences to support children's independent learning. The library was very attractively set out. There was a good range of books to support learning in most subjects, although the range was limited in Islamic Education and Arabic language lessons. • Resources were varied and of good quality, although these were sometimes insufficient for all students in a class to use these in a lesson. For example, simple scales and balances for use in mathematics. All classrooms had interactive whiteboards but students' access to learning technologies was limited. 	

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	74	39%
	Last year	109	70%
 Teachers	24		77%

- Almost all parents responding to the survey were pleased with the quality of education. They were happy with their children's progress in English, mathematics and science. A few felt their children were not making good progress in Islamic education and Arabic.
- Almost all parents said that their children enjoyed school. They were confident that their children were developing a sense of self-awareness, awareness of other cultures, and an understanding of the importance of Islamic values in Dubai. The majority were pleased with the range of subjects and extra-curricular activities.
- Almost all parents were very confident that their children were safe in school and in how the school dealt with bullying. All were positive about arrangements for ensuring their children's safety when using the school buses. Parents were very confident that the school was well led and that their views were listened to and acted upon.
- Almost all parents believed that the quality of teaching helped their children acquire good learning skills and to make good progress. Almost all felt that there was a good range of resources, including technology and that due attention was paid to internet safety. They felt that homework helped learning and were happy with assessment procedures, including marking and academic reports.
- The majority of staff were positive about most aspects of the school.

*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