GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM

DUBAI SCHOLARS PRIVATE SCHOOL

Contents

School Information

General Information

Location	Al Qusais
Opening year of School	1973
Website	www.dubaischolars.com
Telephone	047069000
Principal	Aparna Yashpal Verma, Frank Scarcelli
Principal - Date appointed	1/9/1996
Language of Instruction	English
Inspection Dates	21 to 24 October 2019

Students

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	KG 1 to Year 13
Number of students on roll	1,821
Number of Emirati students	0
Number of students of determination	82
Largest nationality group of students	Indian

Teachers

Number of teachers	113
Largest nationality group of teachers	Indian
Number of teaching assistants	28
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	29

Curriculum

Educational Permit/ License	UK
Main Curriculum	National Curriculum for England
External Tests and Examinations	International General Certificate of Secondary Education (IGCSE), Advanced Subsidiary (AS) and Advanced (A) Levels
Accreditation	British Schools Middle East (BSME)
National Agenda Benchmark Tests	Granada Learning (GL)

School Journey for DUBAI SCHOLARS PRIVATE SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
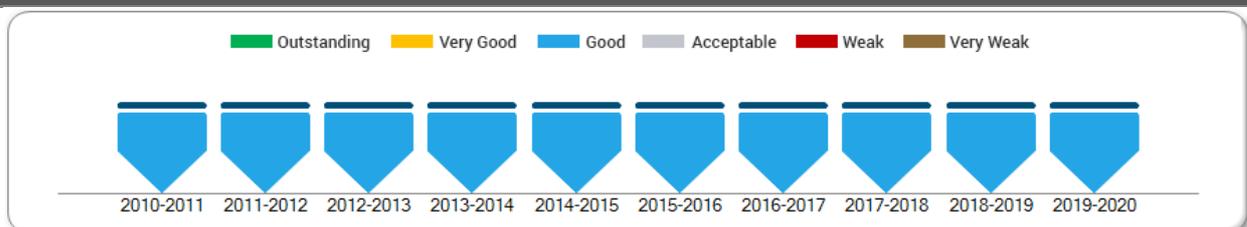
Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes	• Achievement across the Foundation Stage (FS) is improving. Attainment and progress are at least very good in English, mathematics and science in the primary and secondary phases. Students' progress in Islamic studies in the primary phase has slowed and in secondary, Arabic is weaker. Generally, learning skills are developing well but at a slower pace in the primary phase.
	• Students have highly positive attitudes towards learning and their personal development is an outstanding feature. They benefit from information, clubs and activities that encourage physical exercise, maintaining a healthy lifestyle and keeping safe. Students have a knowledge about and a strong respect for Emirati heritage and culture. They demonstrate high levels of responsibility and contribute actively to the life of their school, especially demonstrating awareness of environmental challenges.

Provision for learners	• Most lessons develop students' critical thinking, problem-solving and enquiry skills. Most teachers know their students very well and use very reliable indicators of what students know and can do. The use of the digital online learning program is an effective tool that maximises student potential. There is a need to organise more focused ability groups in classes to make students more aware of their learning potential.
	• The National Curriculum for England is firmly embedded and understood well by teachers. A wide range of innovative learning experiences in and out of classrooms motivates and engages students' interest very well. Cross-curricular links are planned skilfully to deepen understanding. Modification of the curriculum to meet students' needs is largely successful, but some lesson planning lacks progressively challenging tasks to ensure students make the progress of which they are capable.
	• The school has a comprehensive child protection policy. Premises are kept very secure, with vigilant supervisory staff to ensure that safety standards are maintained. The clinic is very well-managed, and health checks are timely and updated. The school provides students with a nurturing environment, but older students at times need confidantes. High quality academic guidance is offered to older students to support their transition to higher education.

Leadership and management	• The principal and head of school are developing very good strategies to take the school forward. The planning that incorporates this new momentum is at an early stage but is proving successful. Actions to deliver improvement plans in the classrooms are used by most middle leaders, but further evaluation of the impact on students' achievements is needed. Governors are supporting and resourcing these developments very well.

The best features of the school:

- The rates of progress students make to achieve high standards in English, mathematics and science

- The vision and direction of most leaders to improve teaching and learning within an inclusive and purposeful learning culture

- Students' outstanding understanding of Islamic values and their very positive behaviour, relationships and commitment to learning

- The unique and very positive quality of the Foundation Stage (FS) provision that enhances children's development from an early age

- The wide range of creative, enterprising and innovative experiences, in and out of the classrooms, that enhance students' social, personal and academic development.

Key recommendations:

- Improve the quality of teaching practices across the school, to ensure greater consistency in delivering very good provision for students of all abilities by:

    - organising classrooms, resources and learning activities to suit all students' needs;

    - planning lessons based on an analysis of students' strengths and weaknesses, including shared targeted next steps in learning, and

  - specifically, improving teaching quality in Islamic education in the primary phase by accurately assessing learning against appropriate curriculum standards.

- Accelerate progress in Arabic as an additional language by:

    - developing and embedding informed monitoring to bring about rapid improvement in the quality of teaching in lessons

    - improving leaders' and teachers' understanding of the curriculum standards for Arabic as an additional language in order to improve curriculum design and set the appropriate level of challenge and expectations for all students

    - designing valid assessments to assess students' skills and understanding against appropriate curriculum standards and to subsequently inform future learning.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	**Primary**	**Secondary**	**Post-16**
Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Acceptable ⬇	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	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Weak ⬇	Not applicable
English	Attainment	Very good ⬆	Very good	Very good	Not applicable
	Progress	Very good	Very good	Very good	Not applicable
Mathematics	Attainment	Very good ⬆	Very good ⬆	Very good	Good
	Progress	Very good ⬆	Very good ⬆	Very good	Good
Science	Attainment	Very good ⬆	Very good	Outstanding	Very good
	Progress	⬆ Very good	Very good	Very good ⬇	Very good
UAE Social Studies	Attainment	Very good			

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Very good ⬆	Good	Very good	Very good

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ⬆	Good	Good	Good
Assessment	Very good ⬆	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

The school meets the registration requirements for the National Agenda Parameter (NAP) for the 2019-2020 academic year.

The school's progression in international assessments	is above expectations.

- Overall progression in international assessments is above expectations. Progression is better in the 'Trends in Mathematics and Science Studies' (TIMSS) test and 'PISA-Based Test for Schools' (PBTS) than in the 'Programme for International Student Assessment' (PISA) test, while 'Progress in International Reading Literacy Survey' (PIRLS) test outcomes show improvement over time. Outcomes in benchmark assessments are all very strong, with science being the strongest of the key subjects from year-to-year. In general, achievement in external benchmark assessments compared to measured potential, using aptitude tests, is uniformly very good.

The impact of leadership	is above expectations.

- The impact of leadership under the NAP is improved in English, mathematics and science, because of rising overall attainment. There is better interrogation and use of aptitude and benchmark information for more targeted student support and challenge. As this is further refined, better progress will lead to sustained attainment.

The impact on learning	meets expectations.

- Students' skills and approach to independent research and their skills of critical thinking are improving. Most students have the capacity for self-directed learning. This is best facilitated in the secondary phase where students are more able to take on more such opportunities. A range of activities enhance opportunities for research and critical thinking. Specific research and enquiry lessons make a positive contribution to the development of these skills. In the context of normal lessons this is less evident.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Ensure that students' progress in external benchmark tests is evaluated accurately in order to identify the necessary gaps in students' knowledge and understanding for next stage progressions.

- Ensure that assessment systems become more refined to measure individual students' learning targets and next steps guidance for continual improved outcomes.

- Explore how best to facilitate student enquiry, discussion and critical thinking opportunities in lessons.

Moral education

- Older students discuss equality, conflict and possible resolution, with reference to the need for dialogue and negotiation. Younger students consider tolerance and moral dilemmas, but some lessons lack sufficient depth and challenge.

- Topics include gratitude, fairness and thoughtfulness, with an emphasis on kindness and compassion. Students consider equality and illustrate these with presentations depicting how this is not always supported fairly. The levels of discussion sometimes do not sufficiently reflect the important, underlying key messages.

- Students' achievements are assessed, but ongoing assessment, except in post-16 is not always evident in lessons. The outcomes of assessment are not used as well as these could be to enrich learning experiences for some younger students to extend and develop greater understanding.

The school's implementation of moral education is meeting expectations.

For Development:

- Plan lessons with greater depth of content and challenge, especially for younger students.
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Reading across the curriculum

- The school is particularly effective in promoting reading and ensuring that children recently enrolled in FS quickly learn the skills of speaking and reading and understanding how these are connected.

- Building on this positive start, reading develops as an effective functional skill as the students move through the phases. In Arabic, some ineffective teaching restricts the pace of language skills acquisition.

- Students engage very actively with many initiatives in school and are exceptionally keen to demonstrate their skills and proficiency. Reading is enjoyed by students across the school.

- Leaders, including governors, have a thorough knowledge of how to promote reading. Support teachers provide targeted interventions, which accelerate progress for those who require assistance.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Improve the teaching of Arabic so that students are more proficient readers and can use this as a functional skill in the UAE.

Innovation

- Skills in innovation are very evident in extra-curricular activities and across the curriculum during the school day. Students understand the importance of developing skills in innovation.

- Students are enthusiastic about working with innovation as a goal; they embrace STEAM activities and enjoy the opportunities to be creative.

- Very young children are encouraged to think independently and to experiment with making artefacts. The innovative skills in FS are matched by a remarkable confidence when presenting their findings.

- Staff think creatively and find imaginative solutions to development needs. This encourages students to also seek innovative solutions to tasks.

- At all levels, most leaders are committed to innovative practices. For example, the new strategies for improving inclusion includes a student 'Inclusion Ambassador'. This creative practice demonstrates a willingness to use students' imagination and energy to good effect.

The school's promotion of a culture of innovation is developing.

For Development:

- Use innovative approaches to enhance the learning of Arabic.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Acceptable ⬇	Good	Good

- The majority of students demonstrate knowledge and understanding that are above MoE curriculum standards in lessons, in recent work and trends over time. Currently, students in the secondary phase and post-16 generally make better progress than those in the primary phase.

- Students in the primary phase have an appropriate level of understanding regarding Islamic concepts and Seerah. Students in the secondary phase are able to define and distinguish between manners and etiquette in Islam. Those in post-16 can discuss deeply and differentiate between moderation and extremism.

- Students' understanding of Seerah and Islamic etiquette are improving. Understanding of Islamic law and the pillars of Islam, in particular, prayer and its conditions are improving. However, their recitation skills and application of Tajweed rules are underdeveloped.

For Development:

- Ensure that the Holy Qur'an, Hadeeth and Seerah are closely linked to all areas of learning of the subject.

- Include developing the skills of memorisation and recitation of the Holy Qur'an in teaching strategies on a more regular basis.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Weak ⬇	Not applicable

- In the primary phase, the majority of students exhibit knowledge, skills and understanding that are above their age-related standards. In the secondary phase, attainment levels are lower because teachers often underestimate students' potentials and are not using higher curriculum standards to sufficiently challenge them.

- Across both phases, reading aloud and pronunciation are more developed than other skills. An increased focus on memorisation results in general comprehension skills being less well-developed. Lack of opportunities to practise speaking and writing independently hinders students' progress, especially in the secondary phase.

- Technology-aided learning is being used by students in the secondary phase but is not having a significant impact on their learning of Arabic. Students need more opportunities to collaborate, engage in discussions and take more responsibility for their own learning.

For Development:

- Review the Arabic curriculum and assessments to ensure that these provide appropriate levels of challenge and expectations for students in relation to the MoE standards for Arabic as an additional language.

- Enhance teaching methods to provide opportunities for students to practise reading, writing and speaking Arabic more regularly.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good ⬆	Very good	Very good	Not applicable
Progress	Very good	Very good	Very good	Not applicable

- Students' high achievement in English across phases is reflected in their work and in internal and external assessments. In the FS and secondary phases, the large majority of students' make consistently better than expected progress in writing. Progress is more variable across year groups in the primary phase.

- In the FS, children rapidly develop listening and speaking skills and build strong foundations in early literacy. In the secondary phase, students express their ideas clearly and confidently, using sophisticated language and correct grammar. Students' creative and extended writing skills are less well-developed in primary.

- There is a relevant focus on developing students' reading and comprehension skills. Targeted interventions impact positively on their ability to access increasingly challenging reading materials to undertake analysis and research. Learning programmes are enabling students to improve their literacy skills independently.

For Development:

- Improve the rate of progress in students' writing skills in the primary phase by maximising opportunities for independent writing in lessons and through teachers having higher expectations of what students can achieve.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good ⬆	Very good ⬆	Very good	Good
Progress	Very good ⬆	Very good ⬆	Very good	Good

- In the FS and primary phase, overall achievement is improved because of enhanced understanding of key mathematical terms and concepts. Accelerated progress in lessons and students' work contribute well to this. In the secondary phase there is stronger attainment and progress over time than there is in Post-16.

- Students' understanding of key concepts is better because of improved problem-solving skills that link to life in the UAE. For example, students use coordinated geometry to plot points on the UAE map and relate these to the use of GPS for transport.

- Progress for different groups of students is developing. There is scope to improve this through more targeted support for groups and individuals, including those with gifts and talents. The development of the online digital learning program supports this well.

For Development:

- Ensure that tasks set for students match their needs in mathematical knowledge and understanding with more effective and appropriate support in lessons and homework.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good ⬆	Very good	Outstanding	Very good
Progress	Very good ⬆	Very good	Very good ⬇	Very good

- Students' typical achievement in internal examinations in the primary, secondary and post-16 phases is at least above curriculum expectations. Students' results in external examinations in these three phases indicate that their conceptual knowledge and understanding is very good.

- Students demonstrate an enhanced knowledge of scientific facts and theories. They can investigate, enquire and draw conclusions based on their findings. However, students need to link their investigations more consistently to their scientific knowledge in order to analyse their findings correctly.

- Providing teachers and students with a teaching and learning programme creates an interactive classroom environment that fosters independent learning. However, designed tasks and activities need to challenge individuals in their learning and to enable them to progress at their own pace and capacity.

For Development:

- Emphasise the importance of reflecting the depth of students' scientific knowledge by using the suitable scientific vocabulary in the appropriate context.

UAE Social Studies

	All phases
Attainment	Very good

- Students have a very good understanding of historical timelines showing how the UAE has changed over time. They study these, noting events and personalities. By interpreting evidence, they learn about the geographical features of known communities and the reasons for early settlements.

- Students are good researchers and are adept at analysing text and personally answering a range of questions. They make very good progress in lessons, debating and personalising answers to complex issues. They are less skilled in creative thinking, in mind-mapping and in efficiently summarising ideas.

- Cross-curricular aspects of provision are beginning to pay dividends as students understand more deeply changes in historical, geographical and scientific ways. Using on-line digital resources also improves research but there is still further opportunity to improve the scope of the challenge in order to meet the needs of all students.

For Development:

- Provide students with opportunities in social studies to develop their mind-mapping and summarising skills and ensure tasks are suitably challenging to meet the needs of all students.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ⬆	Good	Very good	Very good

- Students display very positive attitudes toward learning. They enjoy participation in classroom conversations and discussions. Students show interest and enthusiasm for the things they do. Students in the secondary phase take greatest ownership of their learning.

- Students cooperate with their teachers and with each other during collaborative work. They express their ideas with confidence. In the best lessons, students use prior knowledge to construct new ideas and to link their learning to real-life experiences. Displays in FS graphically indicate the way children are using their skills in their learning to express themselves.

- The use of online digital programs is developing independent learning, in particular in the secondary phase but less so in primary. Students communicate and collaborate with their teachers to extend their learning to higher levels.

For Development:

- Provide students in the primary phase with more opportunities to use technology to demonstrate their thinking and learning.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Outstanding attendance demonstrates the extent of students' highly positive attitudes towards their learning. In a highly inclusive setting, students display genuine sensitivity and empathy towards each other. Students are respectful to adults and peers. They are self-disciplined and enjoy helping one another.

- The personal development of all students is an outstanding feature and a key strength of the school. Roles and responsibilities for students are common features both inside and outside the classroom. These features nurture their personal, social and academic success.

- Students benefit from clubs and activities that encourage physical exercise, maintaining a healthy lifestyle and keeping safe. They participate in national initiatives such as the Dubai Fitness Challenge. In addition, they compete on a global level in competitions, including The World Rope Skipping Championships.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding

- Across the school, students display a strong understanding and appreciation of Islamic values. They understand how these values influence many aspects of life in the UAE and contemporary society. They can provide examples of how they appreciate the honesty and tolerance promoted by Islam.

- Students have great respect for Emirati heritage and culture. They can talk knowledgeably about traditional clothing and Dubai's main sporting activities. They know about the role of H.H Sheikh Zayed in the history of the Emirates. Students can talk about the future of the UAE and explain how the country has changed and entered the 'Space Age'.

- Students demonstrate a good awareness of cultural diversity in the UAE. They are proud of their own cultures and demonstrate a strong appreciation and understanding of other cultures. They talk in detail about the many cultures in Dubai and India, and about other world cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate high levels of responsibility and contribute actively to the life of their school and the wider community. This contribution is evident in numerous activities and projects, mainly initiated by students. The student council has taken the initiative to collect and make donations to local charity programmes.

- Students have a strong work ethic. They speak confidently and demonstrate high leadership skills. They appreciate the need for hard work, education, and personal targets to be successful in life. Older students participate actively in a number of personally arranged extra-curricular activities.

- Students demonstrate awareness of environmental challenges around the world and they can discuss insightfully issues such as global warming and the 'greenhouse effect'. They can explain how the Dubai communities cope with many of these challenges. Students also carry out a number of initiatives to improve the school environment and society as a whole.

For Development:

- Increase students' awareness and understanding of other global cultures.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ⬆	Good	Good	Good

- Teachers in the FS have very good awareness of how young children learn through practical and very well-extended activities. Their planning develops exploration, investigation and discovery. In some subjects, teachers in the secondary phase have higher expectations of what students can achieve than those in the primary phase.

- The classroom environment set by teachers develops students' critical thinking, problem-solving and enquiry skills in the majority of lessons. However, this is not consistent with all subject teachers. In the best lessons, rather than instructors, teachers are facilitators of learning.

- The use of teaching and learning programmes provide teachers with effective tools that make them understand better the different educational needs of their students. However, this knowledge is not used consistently to inform teaching across classrooms in the school.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good ⬆	Good	Good	Good

- Assessment is more effective in FS because systems are embedded and have very reliable indicators of what children know, understand and can do. There is improvement in other phases. This is better in the secondary phase and in core subjects, except for Islamic education and Arabic.

- Well-analysed external benchmark and aptitude data are increasingly used well by teachers. The identification of more focused ability groups, alongside more targeted support and challenge, is enhancing students' opportunity to achieve their potential.

- Progress tracker systems provide valuable information over time and their use leads to most teachers knowing their students very well. However, many students are not fully aware of their own potential and how to work towards it. This reduces the confidence of students to progress in a measured and sustained way.

For Development:

- Capitalise on the technological resources in the school to plan more consistently for varied activities that meet the needs of all students.

- Ensure that students are more aware of their potential learning targets and how to maximise their achievements over time.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The EYFS and National Curriculum for England are firmly embedded in curricular plans. These plans are mostly implemented in creative and imaginative ways to promote challenge and enjoyment in all phases. Curriculum planning ensures structured progression in most subjects but is very inconsistent in Islamic education and Arabic.

- A wide range of innovative experiences in and out of classrooms motivates and engages students' interest very well. In FS, topics are thoughtfully planned to make learning meaningful and develop skills systematically. In other phases, cross-curricular links are skilfully planned to deepen understanding. Students are very well-prepared for further education.

- Systematic curriculum review has led to modifications that have a positive impact on students' learning outcomes, including the introduction of learning programmes. Targeted initiatives in FS have had a significant impact on raising attainment and accelerating progress.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- In the secondary and post-16 phases, extensive enrichment activities provide stimulating learning opportunities that develop a wide range of skills and promote personal development. In the FS and primary phases, students engage in well-planned activities that promote innovation, creativity and social contribution.

- The thoughtfully planned UAE social studies programme, including cross-curricular links in other subjects, enables students to develop a deep knowledge and understanding of UAE culture and heritage. Students of determination benefit from targeted support and modified materials in small group lessons. There are many opportunities for students with gifts and talents to excel and demonstrate their skills though extra-curricular activities.

- Modification of the curriculum to meet the needs of all groups is a priority. This is developing in most subjects across phases as teachers become more skilful in using data and planning suitably challenging tasks and support that meet the needs of all groups of students.

- Arabic is not taught formally in FS. Children are introduced to the Arabic language through singing and counting activities.

For Development:

- Improve the quality of curriculum planning in Arabic to enable students to develop their skills progressively and to achieve their potential.

- Plan suitably challenging tasks and support that cater for the full range of abilities and enable all students to make the best progress they are capable of.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has a comprehensive child protection policy. Staff have a secure awareness, knowledge and understanding of how to implement this sensitively and in the best interests of students' welfare and well-being.
- The school premises are kept very secure, with supervisory and security staff making checks on students' arrival and departure from the school campus. There is very clear direction to ensure students move around the building safely.
- The clinic is very well-managed with an extensive range of records, including some that are now held electronically. It ensures that treatments, medication and health checks are timely and updated. There is information for students on how to keep healthy through nutritious food and exercise.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- The school provides students with a nurturing environment, supporting and challenging them to achieve their potential. All school systems, including behaviour management and the encouragement of good attendance, are effective in producing students who are committed to their own learning and that of others.
- The school is proactive in providing students with appropriate advice regarding their career and higher education pathways. High quality academic guidance is offered to older students in the transition to higher education with orientations for both parents and students. The counsellor and teachers support students' emotional and intellectual well-being throughout the school.
- With effective monitoring systems and procedures in place, students are receiving appropriate support. Those with gifts and talents have a range of opportunities available to encourage individual challenges, especially through the use of personalised, online-learning programs such as 'Century Tech'.

For Development:

- Consider the availability of professional counselling so that students have someone to consult when they need advice or support from outside the school's academic, support and disciplinary systems.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Leadership at all levels drives improving provision and outcomes for students of determination. Governance supports inclusion with appropriate resources and recent initiatives, including the 'Century Tech' digital program, and these are boosting opportunities for progress to be made. The school's inclusion improvement plan has a high profile.

- Identification of students who have additional needs involves a wide range of sources and indicators, including data and work scrutiny along with parent and staff referrals. Diagnosis is almost always accurate. Interventions target both academic difficulties and overcoming barriers to learning, using a wide range of techniques.

- Parents appreciate the inclusiveness of the school. A few feel marginalised by processes and ill-informed about how they can help their child prepare for lessons. Students' short-term difficulties are dealt with well. Parents have a close relationship with teachers and others who support inclusion.

- Some individual and small group support sessions illustrate outstanding practice, reflecting a deep knowledge of learning needs and teaching techniques. Although the wealth of information provided is appropriate and still developing, there remains inconsistency in teachers' ability to differentiate for individuals and groups.

- Students make good and often very good progress. The very best progress is made when the thoughtful specialist teachers analyse needs and forensically adapt methods and materials. Some academic teaching does not adapt sufficiently to address the barriers to learning experienced by some students and make insufficient use of the information available.

For Development:

- Adapt individual education programmes (IEPs) to incorporate a greater involvement of students in agreeing targets to help them overcome identified barriers to learning, so that they, their parents and all staff are working towards clear learning goals and understand how these are to be achieved.

6. Leadership and management

|	
The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

- Over time, senior leaders are very effective in establishing a purposeful learning culture for staff and students. Leadership is distributed throughout the school to dedicated and knowledgeable practitioners. This is cultivating very good student academic and personal standards. More recently, senior leaders have been inspirational in developing forward-thinking strategies to improve teaching and learning in order to overcome the barriers that prevent all groups of students progressing equally.

- Improvement planning procedures are fully focussed on achieving a systematic improvement of the quality of teaching and learning. Most middle leaders, designated as 'first followers', are well-informed of these and rigorously carry out the monitoring needed. The strategic use of achievable targets in order to evaluate and change provision, if needed, are less consistently applied. Leaders at all levels need to become more vigilant and hold teachers to account, enabling them to challenge some students to maximise their achievements.

- Parents are active partners in their children's education at school and support their work via on-line learning platforms. They are enthusiastically involved in entrepreneurial and innovative functions outside of the classroom. Parents are active in supporting school conservation plans, reading activities and role modelling in moral education lessons. There are very good systems in place to inform parents of day-to-day activities, longer-term curriculum plans and reports on their children's achievements. Report cards need to give further attention to target-setting, based on students' potential.

- The governing body have a very clear understanding of the schools' strengths and the important next stage improvements required. Their educational and leadership knowledge enables them to make informed and sensible judgements on resourcing and shaping the schools' further development. They have whole-heartedly supported the vision for inclusivity, including the resourcing of the on-line digital learning programs. Although informed of the need to judge the fiscal implications of resourcing, they need to be better informed of the impact on student achievements.

- The professional development of all staff is of a very high quality and this has a significant impact on students' achievements. School leaders continually critique learning facilities and resources with a view to investing in the building fabric and improve learning conditions. Recent investment in information technology (IT) resources is proving successful. Timetabling arrangements need improving to make lesson transitions more efficient. Many classrooms are cramped for space and further creative classroom organisation, based on inclusive practices, are needed to alleviate this issue.

For Development:

- Use better timelines and student performance indicators to achieve the goal of inclusivity in all subjects.

- Monitor classroom teaching rigorously, especially in Islamic education and Arabic, to ensure all students are on-task to achieve the learning targets set for them.

Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.
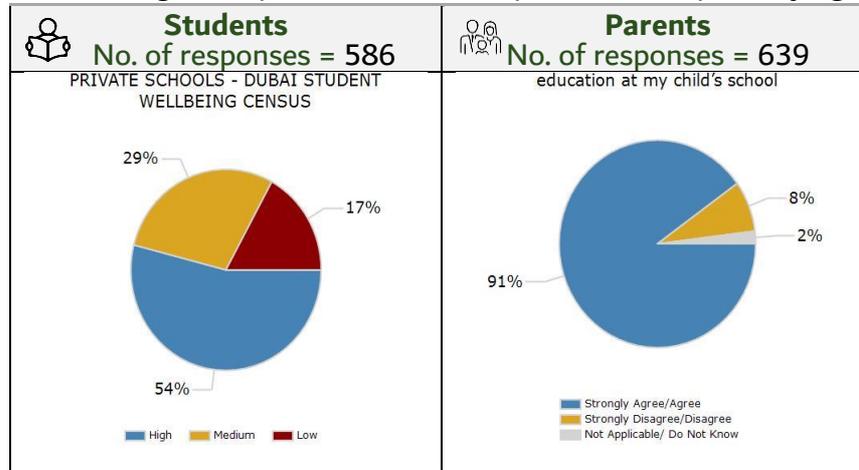
Students	• Compared to the Dubai average, more students at Dubai Scholars have higher levels of happiness and optimism about life in general. The large majority regard themselves as students who work hard and persevere when work or life presents challenges. Overall, they feel they do a good job at school. • Forty-two students commented that they would be happier with an identified and significant adult they could share issues with. However, nearly all state they get on well with their teachers and that they feel safe at school. Similarly, high numbers are overwhelmingly positive about the caring ethos at their school. • Students are equally positive about the lack of bullying at the school. They believe there are few incidences of cyber-bullying. Attitudes to health and exercise are positive and most take part in organised activities outside of the school day. Over 50% of students report going to bed at what might be considered a late hour.
Parents	• A very high percentage of parents who responded to the survey are happy with the education of their children and readiness of staff to listen and act on parents' views. A small number of comments criticised the cleanliness of the washrooms and overcrowded classrooms. Inspection findings agreed with the need to organise teaching spaces better. • The majority believe their children are taught the right skills to learn effectively. Whilst there are a significant number of parents negatively commenting about on-line learning and the use of computers, the inspection findings judged these activities to be enhancing students' education. Many other parents think these activities motivated students to work harder. • All parents who responded thought their children were safe at school. A few written comments made reference to bullying. Similarly, a few said there is a need for adults to whom girls especially can share personal issues. The inspection findings concur with this concern.

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

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae