

INSPECTION REPORT

Delhi Private School

Report published in February 2014

GENERAL INFORMATION ABOUT Delhi Private School

Location	Jebel Ali
Type of school	Private
Website	www.dpsdubai.com
Telephone	04-8821848
Address	P.O Box 38321 Dubai
Principal	Mrs. Rashmi Nandkeolyar
Curriculum	Indian(CBSE)
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18
Attendance	98.5%
Number of students on roll	3335
Largest nationality group of Students	Indian
Number of Emirati students	0
Date of the inspection	6th October to 10th October

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The context of the school

Located in Jebel Ali, Delhi Private School, the school provided education for 3335 students from 3 to 18 years.

The school followed the Central Board of Secondary Education – International (CBSE-I) curriculum for students in Grades 1 to 4, and the Central Board of Secondary Education (CBSE) curriculum in the other grades. Students took a range of national and international examinations including the All India Senior Secondary Examination (AISSE) in Grade 12, the All India Secondary School Certificate (AISSC) in Grade 10, the International Benchmark Test (IBT) in Grades 3 to 9. Students also participated in cyclical international assessments such as PISA, TIMSS and PIRLS.

There were 266 teachers holding appropriate qualifications during the time of the inspection who were led by the principal and her senior leadership team. Each Kindergarten class was led by two co-educators. 10 teaching assistants supported the Grade 1 classes. Students attending the school came from many parts of Dubai and the other Emirates and almost all, were of Indian descent. Approximately 7.5 per cent of the students were being monitored by the school for an identified need that required specific support or curriculum modification. Since the start of the academic year, 57 new teachers had been appointed but this was a 10% reduction in staff attrition from the previous academic year. The principal was in her ninth year as leader of the school.

Overall school performance 2013-2014

Good

Key strengths

- Highly effective leadership leading to a student-centred learning culture.
- Teaching for effective learning impacting positively on the personal and social development of students leading to the holistic development of young people.
- High quality outcomes in Kindergarten
- Outstanding attainment in English, mathematics and science.
- Outstanding cross-curricular planning and implementation was having an increasingly positive effect on learning.

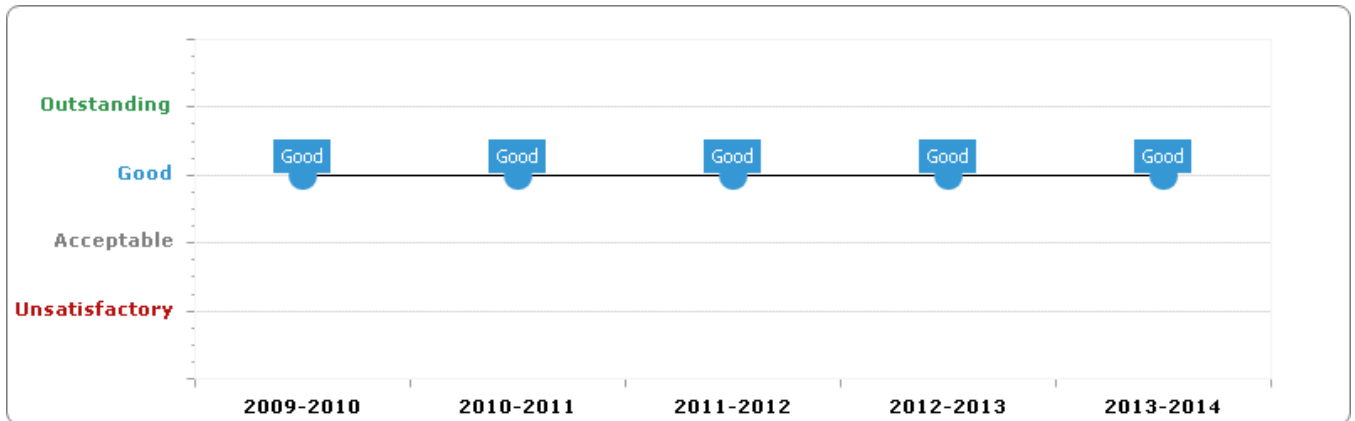
Recommendations

- Improve students' skills in Islamic Education and Arabic.
- Develop students' investigative, and independent learning skills further by an increased use of Information Communication Technologies (ICT)
- Align learning objectives to learning expectations to ensure assessment of learning and progress are better focused.
- Improve referral, identification and curriculum modification in order to enhance the progress of students with special educational needs.
- Develop self-evaluation processes to hold relevant departments to greater account for students' outcomes.

Progress since the last inspection

- Appropriate emergency evacuation procedures were now in place.
- Teaching was becoming increasingly more student-centred.
- Parents were very effectively involved in their children's educational progress, facilitated through skilfully designed engagement programmes.
- Excellent governance was supporting ongoing school improvement through effective partnerships across the school community.

Trend of overall performance



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

	KG	Primary	Middle	Secondary
Islamic Education				
Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
Progress	Not Applicable	Good	Acceptable	Acceptable
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	Acceptable	Unsatisfactory	Unsatisfactory
Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
English				
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics				
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Good	Good	Outstanding
Science				
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Good	Good	Outstanding

[Read paragraph](#)

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	KG	Primary	Middle	Secondary
Quality of students' learning skills	Good	Good	Good	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Good	Good	Outstanding
Assessment	Good	Good	Good	Good

[Read paragraph](#)

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

	KG	Primary	Middle	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

[Read paragraph](#)

How well does the school protect and support students?

	KG	Primary	Middle	Secondary
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	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

How good are the students' attainment and progress?

Attainment in Islamic Education was acceptable. However, strong Quran memorisation skills were not matched by appropriate levels of understanding. Students' understanding of the Prophet's Hadeeth was also limited. A majority of primary students spoke, read and wrote simple text in Arabic as an additional language. Too many older students, however, struggled with grammatical precision and pronunciation, finding conversations using appropriate vocabulary challenging. Brief, formulaic and often inaccurate narrative dominated their writing. In English, mathematics and science, however, most students in all phases were attaining well above expectations. Kindergarten children rapidly grasped the rudiments of English linguistics, expressing themselves confidently. Many wrote complex words and phrases. Older students refined these communication skills very well. Most spoke independently and wrote originally and creatively, skilfully applying their advanced listening, reading and comprehension skills across their learning. In mathematics and science, most students used strong conceptual capacities to solve problems, for example, in geometry, data handling, circuitry and energy. Examination results were exceptional. Attainment in science was outstanding throughout the school. The students accrued knowledge, understanding and enquiry skills as they progressed through the school.

Progress in Islamic Education, which was good in the primary stage and acceptable in the middle and secondary phases, lacked insightful application of Islamic principles to students' lives. Too often students in Arabic lacked a broad vocabulary or grammatical base, confidence and fundamental reading or writing skills to make sufficient progress. They did not express themselves well independently. In English the opposite was the case. Students used all language skills continuously, enriching their imaginative verbal and writing expression. In mathematics and science, they developed reasoning and justification skills through problem solving, experimentation and precisely recorded outcomes. A minority of Cycle 2 and 3 students did not apply their understanding to their real lives.

[View judgements](#)

Quality of students' learning skills

The quality of students' learning was outstanding in Secondary and good in the Kindergarten, Primary and Middle phases. Secondary students were focused and reflective on their own learning and made improvements when necessary. Kindergarten children had benefited from learning English in a structured and contextual manner and quickly developed their independence. The majority of students in Primary and Middle were enthusiastic. Learning in co-operation with others motivated them to complete given tasks. Students' prior knowledge and thoughts on a topic or concept at times exerted a tremendous influence on the quality of their learning. A comprehensive range of cross-curricular linkages in the key subjects saw

students explaining and connecting their own learning to the real world. However, in Arabic those linkages were not developed. Good independent learning was observed when students were given opportunities to use material using ICT and other published resources. Enquiry and research skills were reasonably consistent in senior classes but underdeveloped in the Primary and Middle grades.

[View judgements](#)

How good is the students' personal and social development?

All students had very positive and responsible attitudes and were disciplined in and outside of classes. They were respectful, responding very well to their peers and adults. Students were making good progress in developing self-confidence and working cooperatively. Students had mature attitudes to their studies. Relationships with teachers and each other were respectful. Most students made healthy food choices and had a well-developed awareness of healthy lifestyles. Attendance was outstanding. The students across all school phases demonstrated a very strong understanding of the impact of Islamic values' on the modern society in Dubai. They understood very well the traditions and heritage of the UAE and highly respected the nature of its society. In addition, they showed a very positive attitude towards the differences and similarities between other cultures and their own. They were well aware of the impact of the multi-cultural life of Dubai and around the world on their current and future lives. All students were proactive and had a very good work ethic. Senior students took their responsibilities seriously and performed them well. They had great pride for the school and the values it allowed them to develop. They had an excellent understanding of Dubai's economic progress, how this had happened and its position in the global economy. All were keen conservationists and committed to recycling whenever they could in a practical manner. Students had good opportunities to participate in many different events which supported environmental preservation.

[View judgements](#)

How good are teaching and assessment?

The quality of teaching for effective learning was outstanding in the kindergarten and Secondary phases and good in the Primary and Middle phases. Teaching in English, mathematics and science had motivated the students to make excellent progress. However, the teaching of Arabic was inhibited by poor subject knowledge and lack of challenge and rigor in its planning. Kindergarten teachers demonstrated an enthusiasm for their subject and a clear understanding of how children learn. Excellent teacher subject knowledge and carefully planned units of work based upon students' levels of understanding were strong features of excellent practice in the secondary grades. Cross-curricular planning had a positive impact on teaching methodologies and learning outcomes across all phases. A majority of teachers in Primary and

Middle had used other strategies to engage students' interest, intellect and creativity by using a range of groupings, activities and appropriate resources to maintain that interest. However, differentiated teaching and the use of skilful questioning to probe and extend students' thinking was inconsistent. Where teaching was most effective, teachers had communicated to their students what the lesson objectives were and had linked them to prior learning. Each lesson was based upon fostering critical thinking and age-appropriate enquiry skills.

The quality of assessment was good across all phases. There were effective assessment systems in place for monitoring students' progress and information was accurate, detailed and analysed properly. The use of international benchmark data such as TIMSS, PIRLS and ACER provided information on students' attainment in comparison with relevant benchmarks. The school had carried out a number of assessments and gathered a range of information on progress at each grade level. The majority of teachers knew students' strengths and weaknesses but did not always use this understanding in their planning. A focus on students' learning, articulating the learning objectives in advance of teaching and informing students about learning outcomes was not sufficiently addressed across all phases. Where assessment was weak, teachers did not use data and understanding appropriately to build students' confidence to reach the next steps in their learning. The translation of those assessment results into meaningful and descriptive feedback that indicated students' strengths and areas for development was inconsistent. Tracking the progress of SEN students was mostly effective.

[View judgements](#)

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

The quality of the curriculum was outstanding across all phases. It was reviewed periodically by the teachers and subject leaders and modified according to the requirements of the student body. Facilities such as smart boards, well-stocked libraries and outdoor green space, provided plentiful opportunities for teachers to enhance the enrichment of curriculum experiences. Prior learning was taken into account while planning the curriculum across all phases. Cross-curricular links were carefully and systematically planned to ensure that students' skills were developed in meaningful contexts. A wide range of provisions were made for enriching extra-curricular activities and community links. Activities such as talent tap, peer tutoring, various clubs, campaigns against tobacco usage, anti-bullying, child abuse, obesity, and cancer awareness significantly and positively impacted learning in key subject areas. Curricular choice had been enhanced when a need for particular courses emerged.

The quality of curriculum design to meet the individual needs of students was good across all phases. Modification of the CBSE curriculum for students was skilfully undertaken to meet different needs of

almost all students including those with special educational needs (SEN). The implementation of modified practices in lessons was in some phases inconsistent. However excellent practices were observed when teachers demonstrated flexibility and innovation in the planning of their curriculum taking account of all the needs of individual students. There was good choice of subjects for all students to enable them to prepare for different careers. Individual learning styles of students were not however systematically incorporated into learning objectives.

[View judgements](#)

How well does the school protect and support students?

Caring staff and very good levels of supervision enabled students to feel safe and secure. The school's emergency evacuation drills and transport arrangements were effective. Effective health education promotion and excellent medical facilities were provided by the clinic which kept appropriate and detailed records. For example, students were very aware of obesity, enthusiastically calculating and monitoring their body mass index. Medicines and materials used in science, were securely stored. However, routine risk assessments were inconsistent. The school's child protection policy lacked the clarity and detailed guidance to ensure that procedures for safeguarding students were clearly understood by all the school staff. Nevertheless, health and safety was judged to be good across all phases.

The school was inclusive and demonstrated strong support for SEN. The use of internationally recognised SEN classifications to strengthen identification while broadening the intake to include students with the full range of educational needs was beginning to take place. Individual learning plans with specific targets were in place for all students with special educational needs. Curriculum modification and periodic withdrawal enabled most students to make acceptable progress. Gifted and talented students were involved in a very broad range of opportunities and enrichment activities. Staff student relationships and behaviour management were excellent. Good attendance and punctuality was promoted and appropriately managed. Focused and specific guidance, support and career counselling were provided.

[View judgements](#)

How good are the leadership and management of the school?

The outstanding leadership had successfully articulated a broad and balanced learner-centred vision for the school community. Led by an exemplary school leader, the vision was shared by almost all middle and senior holders of key responsibilities. The development of learning principles, through collective input, regular review and communication had created a genuine school community. A highly distributive model of leadership allocated ownership among senior personnel. This was valued and enhanced by almost all departments whose consistent, committed and informed efforts created a basis for many of the school's outstanding features. Further capacity was in place to secure even more improvement over time.

Self-evaluation and improvement planning were good. The school knew itself well through a range of review instruments such as surveys across the entire community, regular audits, benchmarking against reliable international criteria and excellent knowledge of the quality of teaching and learning in all aspects of the school. Improvement planning had effected key changes in the promotion of learning in teachers' practice. Further action remained necessary, particularly in relation to the alignment of best practice within the Arabic department. Staff across almost all other departments were effectively held to account and took ownership for their own professional development. Almost all elements of the previous report's recommendations had been addressed.

Parents were key partners with the school in its ongoing improvement. They were closely involved and trusted to liaise with teachers and students in events and programmes in all phases. Parents' views regularly informed key actions of the school, high levels of access and response were evident and effective communication systems enhanced students' experiences. Efficient, accurate curriculum and reporting content contributed to informed views of progress in most subjects. Community links were equally impressive. Students led a range of initiatives that connected the application of their learning to their lives.

Ensuring that parents' views were heard and understood and assisting in implementing a learner - centred vision were key elements of the outstanding governance arrangements. Governors held the school to account, doing so constructively, through a regular, visible presence on site and providing suitable resources for important projects. A strong bond was in place that led a focused agenda of improvement. Governors were well-informed and eager to contribute from their own skillsets to school initiatives. There was a strong understanding of the need to make governance practical and effective, particularly regarding the improvements needed in a few areas of the school.

Management was good. The school ran efficiently, with excellent communication through the very effective use of the Comprehensive Learning Platform (CLP). Staffing levels were good, and excellent in Kindergarten, where two teachers taught each class. Although staff turnover had fallen from the previous year, it still

remained high. Teachers had regular access to professional development. Facilities and resources were almost all good. They included excellent sports facilities and spacious classrooms. However, a few classrooms were cramped and provided restricted learning experiences. Although ICT equipment and facilities were readily available, best use was not made of them.

[View judgements](#)

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

The school was committed to developing an effective special educational needs programme to cater for the needs of all students. It had a growing SEN department consisting of the Headmistress, 2 School Counsellors, SEN teacher a guidance counsellor and 2 learning support assistants. All were well qualified and committed to effective inclusion. The programme had identified six groups of students with special needs: SEN, Vulnerable, Gifted, Advanced, Medical and Talented. The school did not use all of the KHDA categories to identify students appropriately. Only the 15 SEN students have active Individual Education Plans while 61 vulnerable students were supported and tracked in a similar way. The other 153 identified special needs students were also supported and tracked according to their specific needs.

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 judgments. 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	1027	37%
	Last year	775	35%
Teachers	117		44%
Students	319		84%

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

The following statements were based on the survey response at the time of the inspection. The above response figures are the most up-to-date and accurate available prior to publication.

Most parents were very supportive of the school. They felt, along with most teachers and students, that the quality of education was excellent, leadership was highly effective and accessible and that most subjects were taught well. Slow progress in Arabic was highlighted by a minority as an issue along with the effective use of ICT in students' learning. Almost half of the parents were unaware of the range of international assessments their children were taking. A minority of teachers expressed concern over assessing young students too often while a few students felt a wider subject choice should be available.

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

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