

# Inspection Report



## Buds Public 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? .....	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?.....	17
How well does the school provide for students with special educational needs?.....	17
How good are the leadership and management of the school? .....	18
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 Muhaisnah
Type of school	Private
Opening year of school	1987
Website	www.bpsdubai.ae
Telephone	04-2888143
Address	Muhaisnah 1, Dubai, UAE
Principal	Ms. Pamela Ghosh
Language of instruction	English
Inspection dates	13 <sup>th</sup> – 15 <sup>th</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	812
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	17
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	39
Largest nationality group of teachers	Indian
Number of teacher assistants	9
Teacher-student ratio	Early years 1:12 other phases 1:25
Number of guidance counsellors	2
Teacher turnover	29%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	IBT
Accreditation	N/A

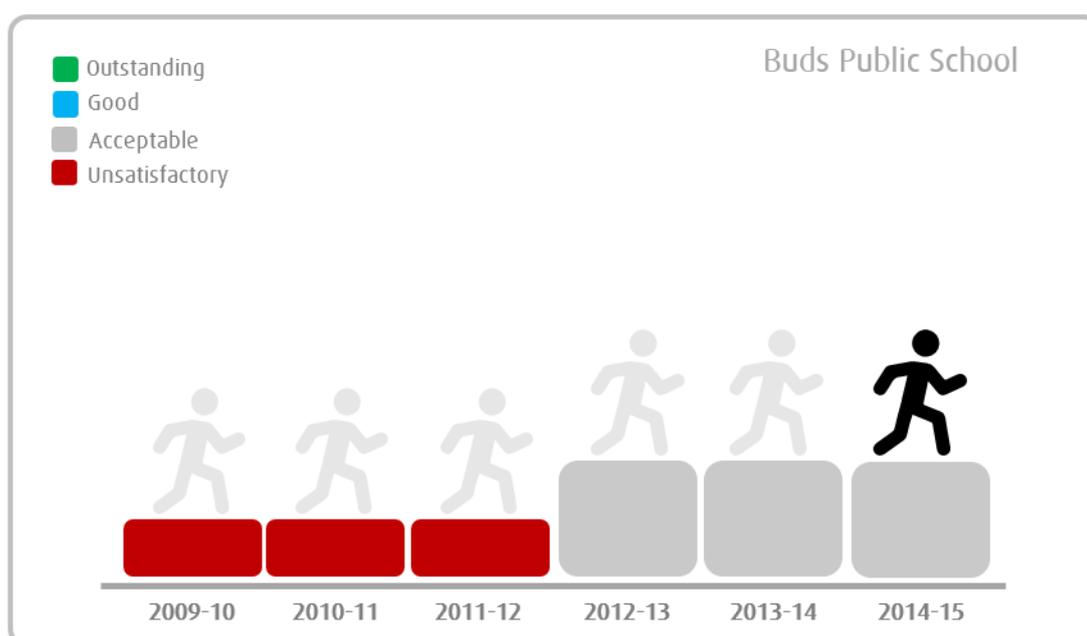




## Dear Parents,

**Buds Public School** was inspected by DSIB from 13<sup>th</sup>–15<sup>th</sup> October 2014, 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**

- The attainment and progress of children in the Kindergarten in English, mathematics and science was good.
- Students were well-behaved, responsible and motivated to learn.
- Students showed good understanding of Islamic values and Emirati culture.
- Communications between the school and parents were effective.

### **Areas for improvement**

- Improve teachers' use of assessment information to plan learning which is matched to students abilities so they achieve better, particularly the most able and students with special educational needs.
- Ensure there are regular opportunities for students to be independent in their learning and to work together rather than listening to teachers talk for too long.
- Ensure the teaching of Islamic Education and Arabic as an additional language is fully compliant with Ministry of Education requirements.
- Ensure leaders and managers are actively responsible and held accountable for their roles in helping to improve the school.
- Ensure the child protection policy is written and understood by all.

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 Buds Public School



### How well does the school perform overall?

Overall, Buds Public School provided an **Acceptable** quality of education for its students.

- Attainment and progress in English, mathematics and science were good in the Kindergarten. In other phases, attainment and progress were acceptable across all key subjects except in Arabic as an additional language, which was unsatisfactory in the middle and secondary phases. Beyond the Kindergarten, students showed their well-developed understanding of Islamic values and UAE cultural heritage, and also their understanding of environmental responsibility in the secondary phase.
- Students were keen and motivated to learn, and they co-operated well when learning in pairs or groups. However, across the curriculum they needed more challenging problem-solving and research tasks. They behaved very well, even when they had to listen to teachers talk for long periods of time before undertaking a task or activity.
- Teaching supported children's learning well in Kindergarten. In other phases, teachers did not consistently develop students' learning skills as well as their knowledge and understanding. Students did not know how to improve their work because there were inconsistencies in the quality of feedback given to them by teachers.
- Curricular enrichments in Kindergarten met children's different needs better than in other phases. Across all phases the most able students were not sufficiently challenged and students with special educational needs were not always supported.
- The school's arrangements for keeping students safe, in school and on school buses, were unclear because of the lack of a written and commonly understood child protection policy.
- Over time, leaders have had limited success in improving important aspects of the work of the school. When observing lessons, senior staff had not looked closely enough at how well teachers assessed students' progress in lessons, and so they were not always aware of how well teaching was promoting progress. In addition, frequent changes of Principal have affected the pace and direction of school improvement.



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

- The school was committed to supporting students with special education needs and had appointed an enthusiastic team to improve their access to inclusive education. Parents valued the extra support given to their children and they participated fully in the individual education planning process. Parents had expressed that they would like more individual support for their children during Arabic lessons.
- A greater understanding and knowledge of their children's specific learning needs and learning goals was seen by most parents as being essential to helping with homework and specific study skills.
- A greater variety of teaching methods had ensured students with special educational needs had made some, but not enough, progress in their learning than in previous years, and were given more opportunities to learn at their own pace.

## 1. 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	Acceptable	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	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Good 	Acceptable	Acceptable	Acceptable
	Progress	Good 	Acceptable	Acceptable	Acceptable
		KG	Primary	Middle	Secondary
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

 Improved from last inspection

 Declined from last inspection

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

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good

## 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good 	Unsatisfactory 	Unsatisfactory 	Acceptable

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

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

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

	KG	Primary	Middle	Secondary
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

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

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



## Overall school judgement

Acceptable

## Key strengths

- The attainment and progress of children in the Kindergarten in English, mathematics and science was good.
- Students were well-behaved, responsible and motivated to learn.
- Students' showed good understanding of Islamic values and Emirati culture.
- Communications between the school and parents were effective.

## Changes since the last inspection

- Attainment and progress in science in the Kindergarten had improved from the previous year.
- Teachers' use of assessment to inform teaching and learning in the Kindergarten had improved.

## Recommendations

- Improve teachers' use of the full range of assessment methods so they routinely monitor students' progress in lessons to meet the needs of all students, including those with special educational needs and the most able.
- Improve teaching across all key subjects to enable all students to learn actively and collaboratively in each lesson.
- Ensure Ministry of Education requirements for teaching Islamic Education and Arabic as an additional language are met.
- Ensure all leaders and managers clearly understand their roles and responsibilities and are held accountable for the impact they have in leading and managing school improvements.
- Provide a child protection policy and ensure all students, staff and parents know who to contact and what to do if they have any concerns about the protection, safety and well-being of students.

 Improved from last inspection

 Declined from last inspection

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

### KG

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 

- Most children understood instructions and were beginning to communicate independently. The majority demonstrated good skills in developing their understanding and use of letters and sounds. Children could use appropriate letter recognition skills to decode simple words, read and match pictures and simple words.
- Most children could count and write numbers to 12, sequence numbers to 100 and recognize simple 2 and 3 dimensional shapes. Overall, they made good progress in mathematics.
- Most children's attainment and progress in science was good. They could link their learning well to everyday life but their investigative skills were less well-developed.

### Primary

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

- In Islamic Education, most students' knowledge and understanding were in line with expectations and they could relate this appropriately to daily life. However, their memorization and recitations skills were weak. Overall, most students made acceptable progress in lessons but their progress in recitation and memorization skills was slow.
- In Arabic as an additional language, most students understood teachers' instructions and questions. However, their wider vocabulary was weak. Most students could engage in short conversations about familiar topics. In reading, most students relied on picture cues in lower grades and could decode sounds with some difficulty in upper primary phase. Their comprehension skills were not developed. Writing was mainly restricted to copying and students' creative and extended writing was underdeveloped.
- In English, most students were more confident with speaking than with reading, and their writing was often inaccurate. Overall, most students' progress in English was acceptable.

- In mathematics, students made acceptable progress in developing their levels of understanding of numerical calculation and geometrical concepts. Their attainment was acceptable and in line with curriculum standards.
- In science, the majority of students attained in line with curricular standards and made acceptable progress. However, their investigative and problem solving skills were weaker, as measured by international standards.

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

- In Islamic Education, most students demonstrated appropriate understanding of key principles of faith and worship in Islam. However, their recitation and memorization skills were underdeveloped.
- In Arabic as an additional language, most students had difficulty answering questions orally and struggled to engage in simple conversations. Most students made significant errors even when reading very short texts and their comprehension skills were weak. Writing was restricted to copying, with very limited skills developed through extended and creative writing. Most students progressed too slowly in all aspects of language development.
- In English, most students could hold brief conversations and answer specific questions on familiar topics but they lacked confidence to speak independently. Most students' attainment in reading was in line with expectations but was notably weaker in writing.
- In mathematics, students developed their knowledge and understanding of mathematical language and concepts well, particularly in geometrical applications.
- Students' progress in science was in line with curricular expectations. Most students met the lesson objectives set by their teachers. Although their attainment was acceptable overall, it fell below international benchmarks.

## Secondary

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

- In Islamic Education, most students could explain Muslim worship such as Hajj and Umrah, and were able to mention the major and minor signs of the Hour. However, their recitation and memorization skills were underdeveloped. Overall, students made only very slow progress in their learning because not all teachers had high expectations of what students could learn and achieve.
- In Arabic as an additional language, most students' speaking was barely in line with expectations. Their listening and comprehension skills were below average. A significant minority of students could engage in short conversations about topics under study. The majority of students read with difficulty and understood only the basic content of text. Writing was the least developed skill, lacking opportunities for them to develop meaningful, creative and extended writing for a given purpose.
- In English, students confidently explored more complex texts and expressed ideas in their own words. However, students' independent writing was underdeveloped as most writing was transcription.
- Students' attainment in mathematics was in line with curricular expectations. They could successfully apply formulae to make accurate calculations, particularly in geometrical topics.
- In science, students' attainment was in line with curriculum standards and also with international standards. However, there were inconsistencies in teachers' expectations of what students could achieve in lessons.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Throughout the school, students engaged positively in their learning. When given the opportunity, students worked independently. However, students were mainly passive in lessons because teachers gave lengthy instructions which required students to listen for extended periods before starting their activities. Students knew their learning strengths but not how to improve their work because they did not receive adequate feedback.
- Students could effectively and respectfully discuss and explain their learning and they collaborated well with each other.
- Unless directed by their teacher, students made few connections between their new learning and what they had previously learned. Their learning was not related enough to the real world so they did not always understand how what they had learned in lessons related to life outside of school.
- Students could find things out for themselves but their enquiry, research and critical thinking skills were underdeveloped. Teachers and students made very limited use of computing and learning technologies in the classroom even when these were available.

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

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Good	Good	Good	Good

- Most students across all the four phases of the school demonstrated good attitudes to learning and good learning behaviours. Students were attentive and resilient, and they engaged positively even when some teaching required them to listen for lengthy periods of time or did not involve them actively. Students' responded well to teachers' feedback when it was given.
- Most students were respectful and courteous to each other and to adults around the school.
- They had good relationships with the school staff and considered them as role models. Most students expressed that they felt at ease when communicating their ideas and views to school teachers and leaders.
- Students were well aware of the negative effects of junk food on their health. As a result, they adopted healthy food choices and participated in exercise and sports.
- Attendance rates were high and students were punctual to lessons.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Good	Good	Good

- Students demonstrated a good understanding of Islamic values and discussed how it affected their everyday life in Dubai.
- Students showed good understanding of their own culture as well as the cultural heritage of the United Arab Emirates, including Emirati traditions.
- They were aware of cultural diversity but had limited knowledge of other cultures around the world.

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Acceptable	Acceptable	Acceptable	Good

- Most students knew their responsibilities and duties as members of the school community. They often communicated their views and opinions to either the student council or staff but this was to a limited effect.
- Except in the secondary phase, most students' local community involvement was restricted to a few visits led by school staff. Students took ownership and leadership of their own work in the secondary phase but this was not a common feature in the other phases of the school.
- Younger students demonstrated an acceptable awareness of environmental issues. The school's various activities to promote this, mostly led by senior students and some school staff, helped improve students' understanding of environmental challenges facing our world and how to meet them. Examples of these included 'The Best of Waste', 'Planting a Tree', 'Water Conservation', 'The Green City', and a 'DEWA Conservation Competition'.

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

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Across all phases, most teachers demonstrated acceptable subject knowledge. Teachers in the Kindergarten understood how children but teachers across other phases of the school demonstrated a less secure understanding of how students learn. Consequently, learning did not always meet the needs of individual students.</li> <li>• Teachers' lesson planning in most key subjects beyond Kindergarten showed a narrow range of resources and activities for students to learn. Lessons were not always paced well enough to allow students to make better than acceptable progress, except in Kindergarten. Most teachers' expectation of what students could achieve was too low.</li> <li>• Most teachers' questioning of students in most phases focused on checking their recall and understanding of knowledge they had learned. Students were not consistently challenged to think for themselves or to explain their ideas and thoughts.</li> <li>• Where they had planned different work for different groups within classes, most teachers had not used their knowledge of their students to provide tasks that fully met their individual learning needs, which resulted in slow progress for some students, particularly the most able students.</li> <li>• Across most key subjects, teachers did not provide students with enough opportunities to use their problem-solving, research and critical thinking skills. Learning technologies were not used regularly in lessons.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Good 	Unsatisfactory 	Unsatisfactory 	Acceptable
<ul style="list-style-type: none"> <li>• Teachers' assessment of students' progress and attainment, linked to curriculum expectations and standards, lacked a consistent approach to assessing what students knew and understood. Early diagnostic assessment of students' skills and learning needs determined their ability levels but did not adequately identify special educational needs and talents.</li> <li>• The school benchmarked student's attainment against appropriate international expectations. However, teachers needed to interpret results of such tests more carefully to reach valid conclusions about planning student's next steps in learning.</li> <li>• Teachers' use of assessment to monitor individual progress and identify strengths and weaknesses was more developed in Kindergarten than in other phases.</li> <li>• Not all teachers demonstrated a good enough knowledge of students' abilities, strengths and weaknesses in order to inform their teaching or the curriculum, and this impeded students' progress.</li> <li>• Teachers' marking of students' work provided little constructive feedback on how to improve. Students did not evaluate their own or their peers' learning.</li> </ul>				

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

	KG	Primary	Middle	Secondary
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Across the school, the curriculum had a clear rationale based in the primary, middle and secondary phases on the CBSE framework with some modifications to emphasise skills development. The Kindergarten had adopted the Early Years' Foundation Stage Framework, which helped them in widening the science curriculum to offer more investigation and problem solving.</li> <li>• Progression in subjects was reasonably balanced vertically in science and mathematics but was inconsistent in English and Arabic. The time allocated for teaching Islamic Education did not meet the Ministry of Education requirements.</li> <li>• The curriculum placed an over emphasis on commerce at the expense of creative subjects.</li> <li>• Cross curricular links were seen in the lesson plans but were hardly evident in lessons, and curriculum modifications were ineffective to meet the needs of individual students.</li> <li>• There were no developmental plans to address improvements needed to meet the National Agenda targets for international assessment in 2015.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• In the Kindergarten, teachers used the curriculum effectively to provide appropriate tasks and activities for children of most abilities. However, it was not used effectively to provide appropriate challenge for most able children.</li> <li>• In the primary, middle and secondary phases, students' learning needs were not identified effectively, resulting in limited support provided to them. There were few opportunities for students to work independently because tasks were mostly teacher-directed, and there was a limited choice of subjects in the Commerce curriculum in the secondary phase.</li> <li>• Extra-curricular activities in the form of 'Thursday Club' enhanced the curriculum by offering different activities which reflected the interests of students.</li> </ul>				

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

	KG	Primary	Middle	Secondary
<b>Health and safety</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Child protection policy and procedures, including internet safety procedures, were not fully developed or rigorously implemented.</li> <li>Checks were made regularly by leaders, which ensured a safe school environment and efficient transport arrangements.</li> <li>The school premises were maintained, repaired and kept clean.</li> <li>There is access throughout the school for students with physical disabilities.</li> <li>Students were given advice about healthy living but access to shaded areas for regular exercise was limited.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Respect, trust and confidence characterised staff-student relationships and contributed to excellent behaviour and good attendance and punctuality.</li> <li>The school policy for supporting students with special educational needs did not take into account or offer guidelines for admitting or identifying students with more complex needs.</li> <li>While a minority of teachers included modification strategies in their lesson plans to help students learn, they were not implemented effectively to meet the specific needs of individual students.</li> <li>Students in the secondary phase were offered individual support, including both college and career guidance and advice.</li> </ul>				

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

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Acceptable
<ul style="list-style-type: none"> <li>The school had acceptable leadership and management arrangements for supporting students with special educational needs. The newly appointed support team was committed to improving provision and monitoring progress.</li> <li>The school policy for supporting students with special educational needs was not inclusive and did not offer strategies or guidelines for admitting or identifying students with more complex needs.</li> <li>While some teacher plans included modification strategies to help students with special educational needs learn better, they were not implemented effectively in most lessons.</li> <li>Parents had contributed to the individual education planning process and were pleased with the support given by the school.</li> <li>The majority of students with special educational needs did not make acceptable progress in mathematics and science. However, their progress in English was acceptable.</li> </ul>	

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

	Overall
<b>The effectiveness of leadership</b>	Acceptable
<ul style="list-style-type: none"> <li>Senior and middle leaders were not always clear about their roles and responsibilities in leading and managing improvement. The recently arrived Principal had articulated a vision for the school, based on the school's core values and clearly focused on students' personal development as learners and achievers.</li> <li>Relationships among senior staff were courteous and professional, and as a team they managed the day to day running of the school effectively.</li> <li>Senior and middle leaders lacked a shared understanding of best practices in teaching. Assessment systems were not robust enough to provide teachers with the knowledge and information required to identify accurately what students needed to do to improve their progress in lessons.</li> <li>Over time, leaders had had limited success in improving important aspects of the work of the school. Changes of Principal over the last two years had adversely affected the pace and direction of school improvement.</li> </ul>	
	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>The school's self-evaluation processes, including the observation of lessons, enabled the school to form a broadly accurate view of the quality of its provision.</li> <li>Senior staff knew the strengths and weaknesses in teaching and learning but had not looked closely enough at how well teachers assessed students' progress in lessons.</li> <li>The school's improvement plans did not state clearly enough how students would benefit and how success would be measured.</li> <li>There had been little progress in meeting the recommendations of the previous inspection report.</li> </ul>	
	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>There were productive links between the school and parents, particularly in the Kindergarten, and these had supported students' personal development. Parents of students with special educational needs were becoming increasingly involved in their child's learning.</li> <li>Effective communications meant that parents were kept well informed about important aspects of their child's learning, development and experience of school life. This enabled them to respond appropriately where there were any concerns.</li> <li>Regular reports informed parents about student attainment but did not yet consistently identify next steps in students' learning and what they needed to do to improve.</li> <li>Recent links with other schools and the local community extended the range of clubs and activities the school offered.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The governing body actively supported the school's actions to improve and had promoted parental attendance at 'Open Days'.</li> <li>• Governors knew the school's strengths and weaknesses accurately, through regular visits to classes, but had not held school leaders sufficiently accountable for improvements required.</li> <li>• The governing body had addressed some weaknesses in resources but there were important gaps in the training they needed to provide for teachers.</li> <li>• The governing body had not ensured the Ministry of Education requirements for teaching Islamic Education were met.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school ran smoothly on a day to day basis, with effective routines and processes. The school responded flexibly and effectively to the demands of special occasions and whole school events.</li> <li>• Most staff were suitably qualified and deployed appropriately, other than in Islamic Education and in Arabic as an additional language.</li> <li>• The school premises had limited specialist facilities and few shaded areas for play, recreation or assemblies. The governing body had plans to address these limitations.</li> <li>• The range and quality of resources supported acceptable learning skills' development. However, practical work in science was restricted, as was students' access to using learning technologies.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	128	26%
	<b>Last year</b>	142	34%
 <b>Teachers</b>	36		92%
 <b>Students</b>	126		84%

- About one quarter of parents responded to the survey. This was a smaller percentage than last year.
- Parents of students with special educational needs were very satisfied with the school.
- Almost all parents agreed that school reports kept them well informed of their children's progress and attainment.
- Almost all were satisfied with their children's progress in English and mathematics, most were satisfied with progress in science, but fewer than half were satisfied with progress in Islamic Education and Arabic as an additional language.
- Almost all parents felt their children were safe at school and most felt their children were safe on school transport. The majority felt the school dealt well with bullying and half agreed the school effectively addressed cyber safety.
- Almost all students agreed that they were making good progress in English, and most felt their progress was good in Arabic as an additional language, mathematics and science. However, fewer than half thought their progress in Islamic Education was good.
- Almost all students felt well supported by their teachers and believed that homework helped their learning.
- Staff comments included their appreciation of parental support for their children's education and complimented students' behaviour.

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

## What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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