

Inspection Report



Raffles International School - South

2014-2015


إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Umm Suqeim
Type of school	Private
Opening year of school	2007
Website	www.rafflesis.com
Telephone	04 4271200
Address	P.O Box 122900
Principal	Michael William Clack
Language of instruction	English
Inspection dates	24 th - 27 th November 2014



Students

Gender of students	Boys and Girls
Age range	4 - 13
Grades or year groups	KG 1 - Grade 8
Number of students on roll	1750
Number of children in Pre-K	0
Number of Emirati students	119
Number of students with SEN	25
Largest nationality group of students	European



Teachers / Support staff

Number of teachers	135
Largest nationality group of teachers	UK
Number of teacher assistants	5
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	17%



Curriculum

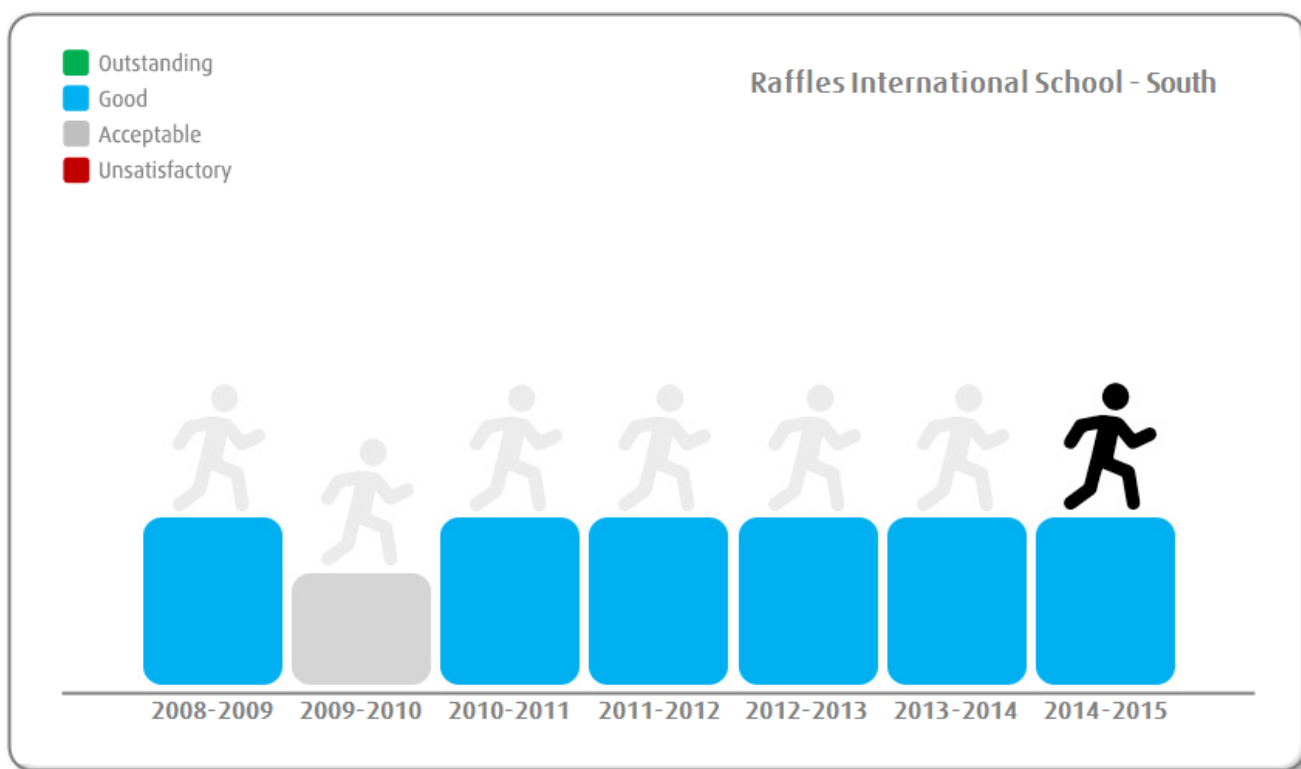
Educational Permit	UK
Main Curriculum / Other	UK / Cambridge/IGCSE
Standardised tests / board exams	PIP, ISA, IBT, CAT, PIE, PIM, Cambridge.
Accreditation	CIS, BSME



Dear Parents,

Raffles International School - South was inspected by DSIB from 24th - 27th November 2014, and the overall quality of education provided by the school was found to be **Good**

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

- Children in the Foundation Stage showed outstanding learning skills which led to outstanding attainment and progress in mathematics and outstanding progress in English. Children had an outstanding understanding of Islamic values and awareness of Emirati and world cultures.
- Students across the school demonstrated outstanding personal, community and environmental responsibility.
- The school ensured that its provision for the health and safety of students was outstanding across all phases.
- The school created a vibrant learning environment through the effective use of student's work on display.
- The outstanding range of facilities and resources provided stimulating learning experiences across the school.

Areas for improvement

- Improve attainment and progress in Arabic as a first language by ensuring that teaching is differentiated and students are active participants in the learning process.
- Improve the support and guidance for students with special educational needs by developing efficient communication links with parents and teachers.
- Governors should develop effective methods of communication to parents to ensure all are informed of all new developments in the school.

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 Raffles International School - South



How well does the school perform overall?

Overall, Raffles International School-South provided a **'Good'** quality of education for its students.

- The attainment and progress of students in English, mathematics and science were good or better across all phases. Attainment and progress in Islamic Education and in Arabic as an Additional language across the phases, were acceptable. However, attainment and progress in Arabic as a first language was unsatisfactory in both phases. Students enjoyed their work and engaged in their tasks with a strong level of commitment. This was particularly strong in the Foundation Stage. Across the school, students worked well with others and understood how their learning would help them beyond school.
- Across the school, students were active school community members and displayed exemplary behaviour. They were well aware of the significance of leading a healthy life. Students, particularly in the Foundation Stage, were aware of major Islamic values. However older students were not able to elaborate on the influence of these to life in the UAE. They initiated and participated actively in various environmental projects.
- Almost all teachers demonstrated a secure subject knowledge and understood how students learned. Teachers planned activities which provided challenge and promoted thinking. The school's assessment procedures were efficient with data used to inform teachers on students' progress and personalise the learning experience.
- The curriculum provided students with opportunities to develop knowledge and skills in a broad range of subjects, such as learning to speak French and Mandarin. The curriculum was enriched with stimulating learning activities including after school classes. Most students could relate learning to real life situations.
- The school made outstanding arrangements to ensure that the students' learning environment was safe and secure. Relationships between teachers and students were positive which added to the supportive environment. The school promoted good attendance and punctuality. Students with special educational needs were identified.
- The recently appointed leaders added to the school's capacity to improve. The leaders had a good understanding of the school's strengths and areas to develop. Links with parents and the community were purposeful and enhanced the educational experiences of students. The governors deployed the necessary resources to enhance provision but did not effectively communicate developments to parents.

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



- The school leaders demonstrated a commitment to improving provision for students with special educational needs through improving plans and policies. At the time of the inspection, students' personal, social and academic progress was acceptable.
- Differentiated learning was planned by teachers in a few lessons. However this was not a consistent feature across the school.
- Student progress was impeded due to limited guidance and lack of specified learning targets in their individual education plans.





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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

3. How good are teaching and assessment?

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

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

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

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

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

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

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

Overall school judgement

Good

Key strengths


- Children in the Foundation Stage, made outstanding attainment and progress in mathematics and outstanding progress in English. They also demonstrated outstanding learning skills and an outstanding understanding of Islamic values and awareness of Emirati and world cultures.
- Students' personal, community, and environmental responsibility across all phases were outstanding.
- The provision for students' health and safety across the school was outstanding.
- There were excellent displays of students' work which created a stimulating learning environment in the school.
- There was an outstanding range of facilities and resources which had a positive impact on students' learning.


Changes since the last inspection

- The school had improved students' outcomes in Arabic as an additional language in the primary and the secondary phases.
- Students' performance in Arabic as a first language in the secondary phase had declined. It was now unsatisfactory.
- The understanding of Islamic values and awareness of Emirati and world cultures had improved in the Foundation Stage.
- Students' community and environmental responsibility had improved to outstanding levels across all phases.

Recommendations

- Improve students' progress in Arabic as a first language by modifying the curriculum in a creative way to engage and improve students' attainment and progress.
- Develop effective teaching strategies and differentiated learning activities that meet the learning needs of all students.
- Enhance the quality of provision for students with special educational needs by;
 - improving the effectiveness of communication links with parents to enable them to make a positive contribution to their children's learning
 - ensuring individual education plans include measurable learning targets with specific guidance on how to support students' achievement.
- Governors should develop a whole school strategic plan that could be shared with all stakeholders and updated on a regular basis to confirm progress.

 Improved from last inspection

 Declined from last inspection



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

Foundation Stage

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





- The majority of children were learning English as an additional language. They were confident independent learners. They had outstanding oral interactions with their teacher and peers. The majority of children by the end of the Foundation Stage had started to read simple sentences and enjoyed their reading.
- In mathematics, almost all children understood basic 2 dimensional (2D) and 3 dimensional shapes (3D) and the concepts of measurement. Almost all children made outstanding progress. The majority confidently extended their knowledge by counting up to 100 and most could count back from ten to zero.
- In science, children used appropriate equipment and resources to investigate topics and solve problems. For example, they used magnifying lenses to explore different sizes and shapes of seeds of different species, before they planted them and tested the conditions required for plant growth.

Primary

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

- Most students demonstrated acceptable oral skills in reciting short verses of the Holy Qur'an. They had a secure knowledge of the Pillars of Islam. A majority understood the differences between the types of prayers and had a developing knowledge of the life of Prophet Mohammed (PBUH).
- In Arabic as a first language, listening and understanding skills of most students were better than their speaking and writing skills. The use of formal Arabic language in class was limited, which restricted the development of their speaking skills. Students used colloquial language or even English rather than Arabic to communicate their ideas. Most students exhibited poor decoding skills in reading. Their writing skills were unsatisfactory; they had poor punctuation, grammar and spelling. As a consequence students' progress in speaking and writing was very slow.

- In Arabic as an additional language, most students could understand the teachers' Arabic language used in instructions and daily greetings. The speaking skills of most students were acceptable. For example, students' could use simple conversational skills. Most students could read simple words and phrases with the support of picture cues. Most students applied the Arabic script rules appropriately and made few spelling mistakes.
- In English, the majority of the students interacted confidently with their teacher and their peer group. They were competent, fluent readers by the end of this phase and were capable of producing detailed oral presentations to their class. Students applied the rules of grammar effectively which contributed to secure progress in writing by the end of the phase.
- In mathematics, the majority of students were able to use addition, subtraction, multiplication and division using two or three digit numbers. Students demonstrated a good level of competence and accuracy in measuring. Most demonstrated a fluency when calculating mentally. The majority of students achieved at a level above international benchmarks.
- Students demonstrated an effective use of the scientific method which supported the development of secure knowledge and understanding of concepts covered. They were able to use observations to differentiate between reversible and irreversible chemical changes and could apply this to real life situations.

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

- Most students demonstrated an acceptable level of skill in reciting and reading from the Holy Qur'an, including passages of Tajweed, such as Surah Al Houjarat and Surah El Moulk. They had an acceptable understanding of Islamic rules, ethics, and principles. They could link learning with examples to the Hadeeth. They knew the difference between the Hajj and the Omra rules.
- In Arabic as a first language, speaking skills were underdeveloped. Students could not express their ideas due to limited knowledge. In reading, most students did not fully understand the key aspects of the text. Students' writing was a major weakness; most demonstrated poor spelling, punctuation and grammar. Students were making better progress in their listening and responding.
- In Arabic as an additional language, most students were able to respond accurately to the teachers' questions. Students could take part in simple conversations, for example about the weather. In reading, most students had developing decoding skills and demonstrated acceptable comprehension skills. In writing, most students were beginning to apply correct grammatical rules.
- For the majority of students in English, attainment and progress were good in language and literacy when measured against the school's curriculum levels and in lessons. Students demonstrated their competence and skills in speaking, listening reading and writing. The majority of students were articulate and confident in their language skills.
- Students approached mathematics with confidence and maturity. During data handling activities, they designed a project to research, decide on its direction, and prepare themselves to investigate. They were able to investigate accurately and gather data. Most could process the data they were working on and they could reach plausible conclusions.

- In science, students were able to use their solidly developed knowledge, skills and understanding to support the development of new conceptual understanding. For example, in chemistry they used their knowledge of the kinetic theory of particles to understand the relationships between solids, liquids and gases. Most students demonstrated a better than expected understanding of biological concepts. Students' ability to solve age appropriate physical science problems was supported by their secure mathematical ability.


	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Good	Good

- Most students enjoyed and could take responsibility for their own learning. Children in the Foundation Stage, knew their own strengths and used their individual learning plans to improve further.
- Across the school students were well motivated and willingly engaged with others in a range of activities. They shared their learning to complete tasks successfully.
- Most students were aware that learning could be applied across subjects and could relate this knowledge to the world beyond school.
- The majority of students could consider and reflect on problems. However, further development was needed to encourage all students to be reflective, independent, higher order learners.

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




	Foundation Stage	Primary	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding

- Students across all phases, were active members of the school community. They thrived on critical feedback from others and were eloquent in expressing their views and attitudes.
- Students exhibited exemplary behaviour. All were courteous and respectful to others.
- Students showed sensitivity towards others and willingly helped and supported their classmates. Relationships between teachers and students were effective and respectful.
- Students were aware of the significance of having healthy lifestyles. They made healthy eating options and enjoyed participating in fitness activities.
- Attendance rates were good. Students were generally punctual to classes. However, students who attended specialist classes such as Arabic, were often late.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Good	Good

- Students were aware of major Islamic values. However, students, most particularly those in the primary and secondary phases were not able to elaborate on the Islamic influences on the lives of those living in the UAE. Only a few students could give examples of religious festivities such as the Islamic Eids and the expected dress codes in public places. Foundation Stage children had participated in a number of age appropriate learning experiences on life in Dubai. They could articulate their age appropriate understanding confidently.

- Students showed a secure knowledge and understanding of the culture of Dubai and the UAE in general. They could name various famous aspects and made clear distinctions between its past and present. They were looking forward to future developments in the UAE, particularly related to the 2020 World Expo. Foundation Stage children could name most of the leaders of the UAE, knew the colours of its flag and knew about the function of a mosque.
- Students could talk about the international multicultural society of Dubai. However, their knowledge of each other's distinctive cultural features was not sufficiently secure. Students' knowledge and understanding of other world cultures was a developing feature.

	Foundation Stage	Primary	Secondary
Community and environmental responsibility	Outstanding 	Outstanding 	Outstanding 

- Students took pride in organising charitable initiatives, such as the schools' "Fun Run". They also contributed to helping the less fortunate people of Dubai, by donating funds and products.
- Students were active and responsible school community members. They demonstrated care for the environments of both school and the community. They initiated and managed various environmental schemes, such as recycling.
- Students exhibited a very sound knowledge and understanding of the environmental aspects of their world. Most could talk confidently about the world's major ecological concerns, such as global warming and deforestation. There was an active student led Eco Club, which raised students' awareness of conservation issues.

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Almost all teachers in the school demonstrated secure subject knowledge and demonstrated a good understanding of how students learned.
- Most teachers prepared clear and concise lesson plans which used class time and resources effectively. However, the quality of lesson planning varied across the school.
- Teachers' interactions with students, including questioning techniques ensured that students were challenged in their learning. Teachers facilitated a learner centered approach. They planned a range of activities which allowed students to learn actively.
- Teachers' use of differentiation varied across the school. This resulted in inconsistent progress being made by some classes of students. In better lessons, students benefited from more challenging problem solving, analysis, discovery and creative learning activities.
- Teaching methodology, especially in the Foundation Stage, promoted the development of critical thinking, reflection, and independent learning skills.
- Almost all teachers of Arabic as a first language demonstrated secure subject knowledge; however their understanding of how students learn was underdeveloped. This often led to poor planning and excessive teacher talk. Tasks were not sufficiently differentiated which led to poor student engagement and lack of progress. Resources were not used effectively and the pace of learning was often too slow.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good
<ul style="list-style-type: none"> The school had assessment processes which were linked to the National Curriculum for England curriculum standards. However these processes were not sufficiently structured. This led to inconsistency across some subject areas. International benchmarking of student outcomes were age appropriate but their use remained inconsistently developed across the subjects. The school analysed the available assessment data accurately to track students' progress in lessons and over time. Teachers used the learning steps effectively in most lessons to track progress. The school wide analysis of assessment data was used effectively by the school to inform it of improvements and to check progress in curriculum provision. However, the rates of progress varied across the subjects and phases. Teachers knew their students' strengths and weaknesses and helped them identify their next learning steps. 			

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good
<ul style="list-style-type: none"> The curriculum had a clear rationale and provided sufficient breadth to meet the needs of the culturally diverse student population. The curriculum developed an appropriate balance of knowledge, skills and understanding across all phases. Transition arrangements from one phase to another were effectively planned by subject leaders to ensure that students settled quickly and made good progress as they moved up the school. A range of additional activities provided enrichment to the curriculum. Grade 1 students enjoyed a specifically designed Big Bus Tour. The curriculum of older students was enhanced by career and cultural talks. Cross-curricular links were planned in most subjects. These supported students' understanding of how learning could be applied to other subjects. The development of a range of thinking skills was beginning to improve the quality of student learning. Students demonstrated an increasing ability to work independently. A review of the curriculum was carried out by school leaders, teachers and parents. At phase and grade level the process was ongoing and informed the school's annual review of its operations. The school adopted the Ministry of Education curriculum in Arabic as a first language which offered sufficient breadth and balance. However, the delivery of the curriculum was yet to take into consideration the students' learning needs and starting points. 			

	Foundation Stage	Primary	Secondary
Curriculum design to meet the individual needs of students	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was sufficiently modified to meet the different needs of almost all students. Teachers were innovative and provided differentiated learning opportunities to engage students and support learning. In Arabic insufficient consideration was given to review or modify the curriculum, to meet the needs of all students' particularly those with little to no prior knowledge or understanding of the language. 			

- The school offered language choices beginning in the primary phase. Included were French and Mandarin. In addition activities were designed to add variety in most subject areas.
- There was a wide selection of after school activities available to encourage students to pursue interests or improve academic performance. The majority of students attended the programme with popular activities repeated each semester to encourage full student participation.
- The school offered a restricted programme of after school activities in the Foundation Stage. It targeted the teaching of alphabets, basic vocabulary and common phrases.

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

	Foundation Stage	Primary	Secondary
Health and safety	Outstanding	Outstanding	Outstanding

- All staff and students were fully aware of arrangements for child protection and cyber safety. There were effective, practical procedures in place to prevent bullying.
- The school was a safe, hygienic and secure learning environment for all students. School buses were managed safely and efficiently.
- The school was competently maintained and record keeping was robust.
- The maintenance and regular checking of the school premises and facilities were outstanding.
- The school's curriculum included a wide range of timetabled physical education activities and it promoted an "adopting a healthy lifestyle" programme. There was full supervision by staff during breaks and in the P.E hall and swimming pool during lessons.

	Foundation Stage	Primary	Secondary
Quality of support	Good	Good	Good

- Staff and student relationships were good, reflecting mutual respect and consideration. Students were polite and caring towards each other. Behaviour was well managed.
- Clear processes and procedures were developed to record and promote good attendance and punctuality throughout the school.
- Students with special educational needs were appropriately identified and provided with at least acceptable levels of support. Not all students had appropriate learning targets.
- Specialist teachers provided a good range of personalised activities to meet most academic, personal and social needs.

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable

- The school leaders demonstrated a positive commitment to improving the provision for students with special educational need. They had developed action plans and policies to support this improvement.
- The application of consistent procedures ensured the appropriate identification of students with special educational needs.

- Individual education plans were produced. However they did not consistently include measurable learning targets. Differentiation of learning activities was planned by teachers but this was inconsistent across the school. It did not always reflect the students' individual learning targets.
- Parents did not always receive sufficient information about their children's individual educational plan. They had restricted opportunities to contribute to its development and review. This impacted upon students' progress. It was a key improvement area for the school to address.
- The quality of progress of learning outcomes for students was acceptable. Improvements were evident in students' social, personal, emotional and academic development.

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



	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The vision and direction of the recently formed leadership team was clear and focused. • The new Principal demonstrated capacity to improve the school. He was well supported by the leadership team. • New leadership appointments had been made and deployed effectively to utilise their expertise. • Throughout the school, relationships and communication between members of the school leadership team and staff were effective. • All leaders had been empowered to lead new developments and this had created a reflective community of practice. • Leaders demonstrated the capacity to improve school performance; this had been evidenced by the improved student attainment and progress. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Most leaders had a good understanding of the strengths and weaknesses of specific areas of the school. However, self-evaluation processes were sometimes unrealistic; the timeline was too short to allow for achievement of outcomes. In Arabic as a first language, the targets set were unrealistic. • The monitoring of teaching and learning led to the design of effective continuous professional development based on the teachers' self-analysis of performance. Internal and external benchmarks were used to measure the attainment and progress of students against key priorities. The school recognised the need to adopt a more uniformed approach to the analysis of data to ensure consistency and track progress against targets set. • The schools approach to improvement planning was secure. Strategies were linked to improved student's performance • The school had made significant progress in improving attainment and progress in Arabic as an additional language, and students' community and environmental responsibility, but had not addressed all of the recommendations of the previous inspection. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Parents' involvement in school was improving with initiatives such as projects and raising funds for charity. Such involvement was having a positive impact on both students' personal and academic development. • Communication with parents was generally regular and reliable. It kept parents informed about events and their child's progress. However, links with parents of students with special educational needs required focused attention to ensure they were active partners in their children's educational programme. • Reporting processes were effective and most parents were given clear information on their children's progress. • Community links were purposeful and enhanced some areas of the curriculum, which supported student learning. 	
	Overall
Governance	Good
<ul style="list-style-type: none"> • Governance included representations of stakeholders. At the time of the inspection it was implementing a strategy to engage more parents and gather their views. Communication by the board to parents was inconsistent. There was insufficient information provided, such as plans linked to the future growth of the school. • An Advisory Council was in place. It involved external agencies to quality assure and validate the performance of the school. • The governors monitored the school actions closely against set targets. 	
	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • All aspects of the day to day management of the school were effective. The management of the school's procedures and routines were also effective and efficient. • Staff were well qualified. There was a very good balance of experience and expertise. The provision of support staff and other professionals met requirements. • The premises were of a very good quality and designed to allow access to all. • The school was equipped with an excellent range of resources and equipment which enhanced students' learning experience. The library had a very broad range of resources and quality materials to promote independent learning. 	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	362	23%
	Last year	305	27%
 Teachers	60		45%

- A minority of parents and teachers responded to the survey. However, no students were eligible to participate.
- Most parents who responded agreed that the quality of education provided by the school was good.
- Almost all parents agreed that their children enjoyed school, and were safe and well looked after.
- Almost all parents considered that their children developed a good range of learning skills.
- Most parents had positive views about the curriculum. Most of the parents were positive about their children's progress in English, mathematics and science. However, only a few were positive about the teaching of Islamic Education and Arabic as a first language.
- Most parents and teachers thought that the school was well led.
- The majority of the parents and teachers thought that the school listened to their views. Almost all parents said that their children have learnt about the community and the environment.
- Students interviewed during this inspection felt the school respected their choices and increasingly sought their views. Almost all were positive about their life in school.

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

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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