

# INSPECTION REPORT

## Delhi Private School Dubai

Report published in February 2012

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Delhi Private School Dubai

Location	Jebel Ali
Type of school	Private
Website	www.dpsdubai.com
Telephone	04 8821848
Address	PO Box 38321, Dubai
Principal	Mrs. Rashmi Nandkeolyar
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Kindergarten to Grade 12
Attendance	Outstanding
Number of students on roll	3,284
Number of Emirati students	0
Date of the inspection	Sunday 9th to Thursday 13th October 2011

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## The context of the school

The Delhi Private School is located in Jebel Ali Gardens. The school opened in April 2003. It provides education for boys and girls from Kindergarten to Grade 12, ages three to 18. The school follows an Indian curriculum and students complete the CBSE examinations in Grades 10 and 12. At the time of the inspection there were 3,279 students on roll.

There were 240 teachers working full time, plus the Principal. In the Kindergarten, each class had two qualified teachers. Almost all teachers in the school had appropriate teaching qualifications, apart from the Arabic teachers. Students were grouped into 117 classes. Of these, 22 were in the Kindergarten and the other 95 were from Grade 1 through to Grade 9. About 98 per cent of the students were Indian nationals with 15 other nationalities represented in the remaining two per cent. All were receiving support outside of lessons from specialist teachers.

At the time of the inspection 100 teachers had been newly appointed over the last year.

## Overall school performance 2011-2012

Good

## How has the school progressed since the last inspection?

The Delhi Private School provided a good quality of education. It had some outstanding features, including the excellent behaviour and attitudes to work by students, and their civic, Islamic, economic and environmental understanding. Attainment and progress in English, mathematics and science was good and, in mathematics at the secondary phase students' attainment and their progress were outstanding. In Arabic, however, attainment and progress were both unsatisfactory and the school had not ensured that the time allocated to this subject was in line with Ministry of Education requirements. Despite these aspects requiring improvement, everyone was working together effectively to help deliver the school's vision. There was strong mutual support amongst teachers and a strong culture of seeking to improve. Parents said their children engaged in healthy life-styles, and in some cases what the students were learning about sustainability led to changes at home. There was a wide enrichment programme and the school was very successful in competitions, particularly swimming.

The school had made improvements since the last inspection report. In particular, staff had introduced improved arrangements for assessment, which was one of the recommendations from the previous inspection. However, there had not been sufficient progress made in raising attainment in Islamic Education and Arabic. There were still areas to improve in overall teaching quality.

## Key strengths

- The provision for ensuring students' personal and social development;
- The promotion of healthy life styles;
- Good and effective assessment processes;
- The rich, vibrant and balanced curriculum that prepared students for life in a global community;
- Positive relationships and effective mutual communication with parents.

## Recommendations

- Further improve attainment and progress in Islamic Education;
- Raise the attainment and progress of students in Arabic by improving the quality of teaching;
- Improve the quality of teaching in the lower part of the primary phase;
- Develop better in-class support for students with special educational needs;
- Ensure that the school is fully compliant with Ministry of Education regulations regarding the time allocated to Islamic Education and Arabic as an additional language.

## How good are the students' attainment and progress in key subjects?

	Pre-Primary (KG)	Primary	Middle	Secondary
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Good	Acceptable	Acceptable
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Progress</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
<b>Progress</b>	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
<b>English</b>				
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good
<b>Mathematics</b>				
<b>Attainment</b>	Good	Good	Good	Outstanding
<b>Progress</b>	Good	Good	Good	Outstanding
<b>Science</b>				
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good

Attainment was good in the majority of key subjects. In Islamic Education attainment was acceptable with students able to recall the significant events in the Prophet's life (PBUH). In Arabic as an additional language, attainment was unsatisfactory because speaking and writing were significantly less well-developed than their listening and reading skills. In English, attainment was good because most students

were able to work on self-directed study and engaged in critical thinking and enquiry. Similarly, in mathematics, students had secure understanding of the concepts being learnt; for example, in the senior part of the school students worked confidently to set questions for each other on definite integrals. Attainment in science was good because students were clear about environmental and sustainability issues and demonstrated a good understanding of healthy living. Attainment was enhanced when students were able to think across curriculum areas to real life situations, for example when constructing a model of Ski Dubai and analysing the facility from scientific and mathematical perspectives.

Students' progress from their various starting points was good in the majority of subjects. In Islamic Education, progress was good in primary but acceptable elsewhere; generally, students progressed well in reciting The Holy Qur'an. Progress in Arabic was unsatisfactory and was hampered by the large range in students' linguistic levels of experience, from a few months to several years, in a single class. By contrast, in science, the good progress was enhanced by students' ability to apply previous learning to new concepts. In mathematics, students' good progress was underpinned by their ability to independently solve mathematical problems because previous learning had been securely consolidated. This was especially the case in secondary.

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

	Pre-Primary (KG)	Primary	Middle	Secondary
Attitudes and behaviour	Outstanding	Good	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Good	Outstanding	Outstanding
Civic, economic and environmental understanding	Outstanding	Outstanding	Outstanding	Outstanding

The attitudes and behaviour in the school were mostly outstanding. Almost all students responded well to adults. They were self-disciplined and took on responsibilities. The school promoted healthy life styles in its curriculum, extra-curricular activities and fitness programs. As a result almost all students made wise personal decisions about their own health. Attendance at all phases was at least good. Students demonstrated outstanding understanding of Islam and local traditions and culture. They attributed the peaceful society of Dubai to the influence of Islam. The school curriculum, displays and morning assemblies celebrated local traditions and the UAE local heritage. The students' civic, economic and environmental understand was outstanding. Middle school students explained the reasons behind the global economic crisis. Most students were able to attribute the advancement of Dubai to the wise leadership of the Ruler. They also demonstrated their involvement in the community by presenting a good number of cross-curricular projects.



## How good are the teaching, learning and assessment?

	Pre-Primary (KG)	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
Quality of students' learning	Good	Acceptable	Good	Good
Assessment	Good	Good	Good	Good

Teaching in the school was good, except in primary where it was acceptable. While teaching was generally strong in English, mathematics and science, it required improvement in Arabic, with teachers demonstrating inadequate subject knowledge and weaker teaching skills. In the best lessons, teachers had sound subject knowledge, and planned lessons skilfully. They shared objectives with students and set high expectations, often involving students in setting targets for their own learning. Resources such as flash cards, real objects, and information and communications technology (ICT) were used well. At times, students were invited to present lessons, providing opportunities for deep understanding. Lessons were well paced and time was well managed. Teachers used good questioning skills to consolidate previous knowledge and build upon students' understanding of new concepts. The homework and projects assigned provided opportunities for independent and self-directed learning. In the unsatisfactory lessons there was a general lack of understanding of how to teach a mixed ability group.

The quality of learning was good overall; in primary, it was acceptable. Students were capable of self-directed study and learned at their own pace and abilities in project and research work. They were eager to learn during lessons. When given opportunities, students showed the capacity to support and deepen each other's learning through collaborative work. They exhibited critical thinking skills and a good spirit of enquiry. Cross-curricular tasks provided enriched learning experiences to students on a regular basis in some subjects. Students were able to make real-life connections and apply their learning, but in limited ways. Students' learning was also limited by a lack of challenge and appropriate in-class support in a few lessons, particularly in the lower primary grades. In the weakest lessons, students' learning was hindered by a lack of class management skills and appropriate tasks for different students.

Assessment was good overall; this represented an improvement since the last inspection. There were effective assessment practices for monitoring students' progress, which included students' self-assessment of their own learning. Assessment was stronger in the middle and secondary phases where work set for students was based on appropriate data and ensured that all students were fully challenged. Experienced teachers in the school had good knowledge of each individual student's strengths and weaknesses. Teachers provided effective oral feedback so that students were clear about how they could improve. However, the written comments on assessed work were variable, with only a few teachers consistently indicating clearly what students needed to do to improve.

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

	Pre-Primary (KG)	Primary	Middle	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding

The quality of the curriculum was outstanding. The curriculum met the school's prime objective to enable students to become successful global citizens. This it did well by offering a broad range of courses including marketing, internet technology and multi-media studies. Considered with the 'Enrichment Plan for All,' the curriculum offered a learning environment which enriched and extended students' intellectual, spiritual, social, cultural and physical development. Continuity was sought by following the Central Board of Secondary Education curriculum. It was carefully and regularly monitored for its suitability and effectiveness. Strong community links existed through project work. For example, a study of Ski Dubai slopes developed knowledge and understanding of mathematics, chemistry, and physics. This enabled gifted and talented students to further their interests. There were also many organised activities outside the school. Recently students had won the maximum participation award in Dubai's clean-up campaign. Some students visited the U.S. space programme, while younger students visited a local dairy farm. However, there was a continuing need to identify all students requiring special educational needs so that all could benefit fully. Provision for learning Arabic did not meet the time requirements of the Ministry of Education.

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

	Pre-Primary (KG)	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Good	Good	Good	Good

The provision for health and safety was good across all phases of the school. A qualified doctor and three nurses in separate clinics staffed the school clinic for boys and girls. The clinics played a major role in the delivery of the school's health and well-being program supported by the teaching staff in classroom activities. There was a well-developed system for the administration and storage of medications, chemicals and science equipment in the different science laboratories. Roles for all staff members for health and safety were clear and well documented. Security at the school was good and there were regular fire drills. The faculty and students felt safe on the school premises, which were well-maintained and clean. Child protection was well managed and staff had received the relevant training. Play areas were safe and properly supervised. However, there were a few instances when students were left unattended in the play areas and rest rooms. Although the arrangements for boarding and leaving the school buses were very efficient, with safe movement evident, during the inspection period it was noted that not all children at the front of buses were wearing the necessary seatbelts.

Support for students was good. The school provided an overall ethos of care and support for all students. Relationships between staff and students were good and there were good opportunities for students or their parents to speak with teachers in the evening, if they had any concerns. Formal counselling and career guidance was provided for the older students. The monitoring of student progress was good and students went to extra enrichment lessons if they needed to ensure reaching an individual learning target. However, there were inconsistencies in providing for students with specific special needs. Those with exceptional talent in a subject or sport had a good opportunity to develop their skills. However, students with special educational needs, who received support outside the classroom, did not receive sufficiently differentiated activities in mainstream lessons.

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

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Good
Management, including staffing, facilities and resources	Good

The quality of leadership was good. There was a clear-sighted vision of the school which all stakeholders understood. There was an excellent team spirit and collaboration through the senior and middle leadership tiers. However, subject leadership was not fully effective or consistent and this had slowed some aspects of attainment and progress. There was effective appraisal of teachers. Overall, the school demonstrated a good capacity to improve.

Processes for school self-evaluation were good. These included surveys of parents and students' views of the school's provision and the senior staff. School improvement planning and review of progress on priorities at regular intervals were good. There were systems in place for evaluating teaching and learning, for example, through regular observations by subject co-ordinators and supervisors. With regard to progress on the previous report's recommendations, effort and commitment by school had led to improved short-term assessment.

Partnership with parents and the community was outstanding. Parents were very supportive of the school, especially as they considered their children were happy and were doing well both academically and in their own personal development. They believed that teachers were approachable at any time and quickly resolved any issues. Parents were very pleased with the quality of the regular reports they received and their involvement in setting attainment targets for their children. There were relevant links with the wider community, which impacted positively on the educational experiences of all students.

The quality of governance was good. There was a well-organised structure of committees including the operational committee. This group discussed future academic and resource needs. It held the school to account effectively, while at the same time being supportive. Parents and teachers played an effective part in the operational committee and their respective concerns were standing agenda items at meetings, providing them with regular opportunities to represent the wider group of stakeholders.

The management of staffing facilities and resources was good. Staffing was unsatisfactory for teaching Arabic. A significant number of the teachers of Arabic were not appropriately qualified in the subject. The school's facilities provided a good learning environment for most subjects. The ICT facilities included multi-media rooms and additional resources. Excellent sporting facilities promoted health, fitness and competitions with local schools. The buildings and equipment were maintained well and provided a safe and pleasant learning environment. The library resources for English were not used effectively to promote independent learning and research skills. There were also poor library resources for Arabic.

## 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 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	1121	45%
	Last year	1207	55%
Teachers	44		18%
Students	280		92%

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

A significant minority of parents responded to the survey, slightly fewer than last year. Most were satisfied with the overall quality of education available at the school, but about a tenth was not. Most parents believed their children were making good progress in the key subjects, with the exception of Arabic. In Arabic as an additional language, a few parents indicated that progress was not good. Most parents had positive views of the school's provision and its leaders. A few believed that the homework given to their children was not suitable, an opinion shared by the senior students. A majority of parents indicated that they were involved in the life of the school, but more than a few disagreed that this was the case. A majority of parents believed that inspection had led to improvements at the school, an opinion shared by teachers. More than a few teachers responded to the survey. Their views about the school were extremely positive. Almost all senior students responded to the survey. Although students were broadly positive in their views, more than a few believed that the range of subjects, clubs and activities available to them was insufficient. Almost a fifth of the senior students believed that school leaders did not listen to their opinions about the school, but most students indicated that they were getting the education they expected.

## 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](mailto:inspection@khda.gov.ae)

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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