ACCEPTABLE

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

CBSE CURRICULUM
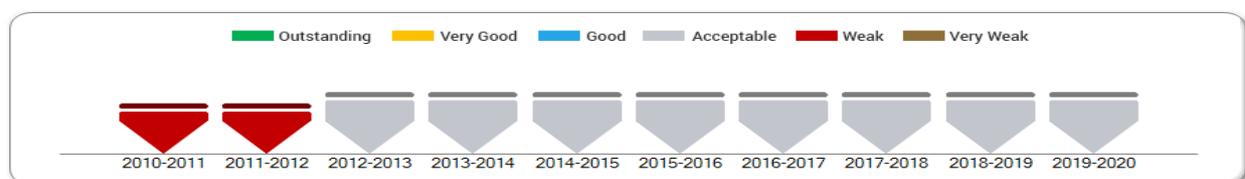
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School Information

General Information	Location	Al Muhaisnah
	Opening year of School	1987
	Website	www.bpsdubai.ae
	Telephone	97142888143
	Principal	Mrs. Joyeeta Bhattacharya
	Principal - Date appointed	4/1/2019
	Language of Instruction	English
	Inspection Dates	07 to 09 October 2019

Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	425
	Number of Emirati students	0
	Number of students of determination	40
	Largest nationality group of students	Indian

Teachers	Number of teachers	34
	Largest nationality group of teachers	Indian
	Number of teaching assistants	2
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	32%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	Central Board of Secondary Education (CBSE)
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET, CAT4

School Journey for BUDS PUBLIC SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Summary of Inspection Findings 2019-2020

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

Student outcomes

- In the majority of key subjects, students' achievement is acceptable. Attainment in Arabic as an additional language in the middle and secondary phases remains weak. English attainment in the middle phase, and mathematics attainment in the secondary, have declined to weak. Progress in mathematics in the secondary phase has declined to acceptable. Attainment in UAE social studies is acceptable. Students' acceptable learning skills do not fully include critical thinking or problem-solving.

- Across the school, students remain well behaved and well-disposed to learn in Kindergarten (KG) and in the primary phase. Students in the middle and secondary phases demonstrate very high levels of personal responsibility. Students' knowledge and understanding of Islamic values, and of UAE and world cultures, remain good. They demonstrate well-developed commitment to charitable giving and sustainability in their approach to social responsibility and innovation.

Provision for learners

- The quality of teaching for effective learning, and teachers' use of assessment, remain acceptable across all phases. Teachers plan lessons more consistently but still do not meet the learning needs of all groups of students well enough. They do not adequately use what they know about students' learning in setting lesson tasks and activities that are appropriately matched to their needs.

- The quality of the curriculum remains acceptable across all phases. Teachers do not adapt the curriculum in ways that help them to adequately meet the needs of all groups of students. This includes provision for students of determination and those with particular gifts and talents.

- The school's good approaches to health and safety continue to be comprehensive. Emerging concerns are promptly addressed. Care and support remain good in KG and acceptable across the other phases. In the secondary phase, the decline to acceptable is due to the fact that teachers do not know their new students well enough as individuals to provide them with sufficiently-personalised advice and guidance.

Leadership and management

- The recently-appointed senior leaders have instituted a wide-ranging development programme to improve teaching and learning. Lesson evaluation does not yet focus on the quality of students' outcomes, leading to over-optimistic judgements of the quality of the school's work. Partnership with parents remains strong but still does not positively affect school improvement. Governors have added specialist facilities. They do not effectively hold leaders accountable for school improvement.

The best features of the school:

- Students' personal responsibility and personal development, their well-developed knowledge and understanding of Islamic values and their community awareness and commitment to sustainability
- The school's attentive and responsive approach to the health and safety of students and all others in the school community
- The positive involvement of parents as partners in their children's education and their wider participation in the corporate life of the school.

Key recommendations:

- Raise attainment and improve the rate of students' progress across all key subjects.
- Use assessment information to plan and deliver more engaging and motivating lessons.
- Urgently improve the provision and outcomes for students of determination.
- Improve the accuracy of the school's self-evaluation process.

Overall School Performance

Acceptable

1. Students' achievement

		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	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Weak ⬇	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable ⬇	Acceptable	Weak
	Progress	Acceptable	Good	Acceptable	Acceptable ⬇
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable

UAE Social Studies	Attainment	Acceptable

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable ⬇

6. Leadership and management

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

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

National Priorities

National Agenda Parameter

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

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

School's progression in international assessments	**is approaching expectations**

- Students achieved outstanding international proficiency levels in the TIMSS assessments in 2015 in mathematics and science. PISA assessments were at a low level. Progression in National Agenda benchmark assessments is weak for English, mathematics and science. Students' achievement in relation to potential is acceptable in English and science, and good in mathematics.

Impact of leadership	**is approaching expectations**

- Senior leaders are committed to the vision and goals of the National Agenda. They have met the recommendations from last year's inspection report to keep parents better informed. The increasing use of CAT4 data informs plans to meet the needs of individual students. Internal assessment techniques increasingly aim to address any weaknesses in students' performance.

Impact on learning	**is approaching expectations**

- The school is beginning to promote students' enquiry and their higher-order thinking skills. The recently-introduced science, technology, engineering, arts and mathematics (STEAM) learning benefits students' development of critical thinking and problem-solving skills. Some older students employ learning technologies effectively and creatively in research and individual project assignments.

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

For Development:
- Improve students' attainment on ASSET assessments.
- Improve student outcomes in those grades where underachievement is most pronounced.
- Optimise opportunities for open-ended active learning.

Moral education

- The curriculum effectively develops students' different points of view, particularly in the upper grades. Students in Grade 11 can define sympathy and empathy in discussing sensitive situations in a global context. Younger students do not experience sufficient direction or structure in their work.
- Teaching is planned over a range of relevant topics, such as respect and values in an inclusive society. Sensitive issues are tackled and considered, and all differing views are respected. This type of work is less evident in the lower grades.
- Students' achievements are assessed, and the information is used to distribute tasks that generate group discussions in the upper grades. Assessment is not used as well in the lower grades, where learning experiences are less rich and do not lead to deeper understanding.

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

For Development:

- Develop more in-depth discussions and debates for younger students.

Reading across the curriculum

- Most students leaving KG have skills in reading appropriate to their age. The weaker readers are not sufficiently supported.
- Teaching focuses appropriately on reading comprehension, but not well enough on decoding unfamiliar words using a phonetic approach.
- Students are encouraged to use the functional library and reading lounge facilities. Their use does not usually result in a love of reading.
- While leaders encourage reading, strategies for improvement are not having a sufficient impact on outcomes. Teachers do not always match reading materials to students' abilities.

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

For Development:

- Teach reading phonetically from the earliest grades to improve independent reading skills progressively throughout the school.
- Foster a love of reading by improving the quality of the library and reading lounge environments.

Innovation

- Critical thinking and open-ended tasks necessary to foster innovation are developing but are not embedded. Older students show some innovation in the presentation of project work.
- Although some science projects focus on sustainability and encourage students' environmental awareness, innovation activities that serve the community are still underdeveloped.
- While some resources, such as the STEAM room and Saturday classes, offer opportunities for developing innovation, their effectiveness and resultant outcomes are at an early stage. Opportunities for leadership and entrepreneurship are not well developed.
- A culture of innovative thinking is not yet clearly established across the school. The systematic use of technology to provide wider, deeper and more stimulating learning is in the very early stages.

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

For Development:
- Monitor the effectiveness of resources and learning opportunities that are intended to promote innovation.
- Ensure that a culture of innovation informs lesson planning and delivery and develop the use of technology to support learning across the curriculum.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students in the secondary phase demonstrate age-appropriate levels of understanding and knowledge in analysing the Holy Qur'an to identify Halal and Haram. In reciting the Holy Qur'an, students in the primary phase do not apply rules consistently.

- Students in the primary phase can name the family of the Prophet (PBUH) in Sunnah and Seerah, while students in the middle phase know the Pillars of Islam. They also know the importance of the Friday prayer for the individual and for society. Students in the secondary phase demonstrate some knowledge of Sunnah.

- Students know the important contributions of the Prophet's (PBUH) companions to Islamic society and the characteristics of Abu Bakr and the wife of the Prophet (PBUH). Overall, students' recitation skills remain at an acceptable level. The school has yet to effect significant improvement.

For Development:
- Improve students' skills in reciting the Holy Qur'an and their knowledge of Seerah and Sunnah.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In the primary phase, most students reach the expected levels of attainment because of appropriate focus on both basic reading and grammar skills. However, students in the upper phases do not reach the expected levels, considering their years of study.

- Students' acquisition of vocabulary and their comprehension skills are developing appropriately, especially in the primary phase. However, their oral communication skills are weaker. Students can only engage in conversations in a rehearsed context. Writing skills are underdeveloped, particularly in the upper phases.

- Teachers provide effective support for beginners, enabling them to make good progress in their basic literacy. Teachers, however, do not yet fully align their curriculum implementation plans and assessments with the appropriate curriculum standards.

For Development:
- Ensure that the curriculum implementation plans and internal assessments are fully aligned with curriculum standards.

- Raise students' achievement in writing and oral communication, particularly in the middle and secondary phases.

English

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Weak ↓	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- Children in KG rapidly develop listening and speaking skills. In all phases, progress in the development of reading and writing skills is slower. Students in middle grades make acceptable progress overall, but this is not sufficient to meet increased curricular expectations.

- In the primary phase, younger students' fluency in reading is underdeveloped. In other phases, most students read accurately a range of texts. Few students struggle with unfamiliar words. Most students can retrieve information from texts. Inferential reading skills are not well developed, especially in the middle phase.

- Students increasingly understand a wide range of new vocabulary, because teaching focuses on vocabulary acquisition. They do not actively use the newly-acquired vocabulary in their own writing, and most find difficulty in selecting appropriate words for different purposes.

For Development:

- Increase students' higher-order reading skills, especially in the middle phase.

- Extend students' understanding and use of appropriate vocabulary when writing for a range of purposes.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable ↓	Acceptable	Weak
Progress	Acceptable	Good	Acceptable	Acceptable ↓

- In the primary phase, students' progress exceeds expectations in a majority of lessons. Students in the secondary phase underperform in CBSE examinations. In the primary and middle phases, students' results in external international benchmark testing are below expectations. Trends in students' performance over time are low.

- Students across all phases show strength in the use of factual information and mathematical formulae. Most experience some difficulty in solving problems due, in a large part, to their lack of adequate reading skills.

- Students in the primary phase are hampered by the inconsistent acquisition of analysis and evaluation skills. They do not get regular exposure to activities in mental mathematics.

For Development:

- Provide more activities to enhance students' capacities in mental mathematics.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- Across all phases, students' attainment in all aspects of science is in line with curriculum expectations. Progress in KG is better because children get more opportunities to discuss in detail what they observe and to arrive at their own conclusions.

- Students' enquiry and practical skills are developing satisfactorily across all phases. Older students have many opportunities to lead lessons, to work independently and to carry out practical group investigations. In KG, the development of children's investigative skills is more variable.

- Skills in analysis and problem-solving are developing adequately. However, students in the primary and middle phases are not challenged to think deeply, nor are they given enough responsibility for their own learning.

For Development:
- Provide students with more opportunities for independent learning and develop their critical thinking and investigative skills.

UAE Social Studies

	All phases
Attainment	Acceptable

- Internal assessments indicate that attainment in the primary phase is well above the expected levels of performance, and above those in the middle and secondary phases. In lessons and in recent work, such levels of performance are not consistently evident.

- Across the school, most students know and understand key features of the history, geography and economic development of the UAE. In the middle and secondary phases, most demonstrate adequate knowledge and understanding of the UAE's environmental challenges and geographical features.

- Students' critical thinking and cross-curricular learning is supported by the increasing complexity of topics, such as leadership, and by the teaching that is integrated with other subjects in the middle and secondary phases. Teaching is not consistently based on measurable learning outcomes or clear success criteria.

For Development:
- Ensure that internal assessments are linked well to the curriculum content and enable students to fully demonstrate what they know, understand and can do.

- Base lessons more consistently on measurable learning outcomes and clear success criteria in order to evaluate attainment and progress in lessons more accurately.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- In all phases, most students enjoy their learning. Most participate successfully in lessons and are active learners. Most contribute well to lessons and help their peers, thus consolidating their learning.

- Most students are taking some responsibility for their own learning. In a few subjects, such as in science, they successfully lead lessons. Across the subjects, most students work individually and cooperatively in groups, interacting well with one another.

- Most students are developing their critical thinking, research and problem-solving skills adequately. However, this is variable and inconsistent across all subjects. In most lessons, students can talk confidently about what they are learning and can apply it to real life.

For Development:

- Provide students with more opportunities to develop their independent learning skills, including the ability to manage their own learning and to use learning technologies.

- Integrate critical thinking skills into lessons so that they are key features of learning.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very good	Very good

- Students in all phases have positive attitudes and maintain good relationships. Those in the higher grades consistently behave well, offer help and are considerate to the needs of others. They seek advice and respond well to it, even when the feedback is critical.

- Students in all phases arrive punctually at lessons. They are respectful of their peers, teachers and visitors. Attendance is very good. Students in the middle and secondary phases maintain warm relationships with their teachers.

- Not all students understand the importance of making consistently healthy eating choices. Understanding of the importance of a healthy lifestyle is developing in the KG and the primary phase and is more developed in the other phases.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	Good

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They value tolerance and recognise the effects of the Year of Tolerance on achieving equality and respect among members of society.

- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence the contemporary life in the UAE. They show an interest in aspects of UAE culture, such as horse riding and camel racing. They participate in a range of cultural activities.

- Students demonstrate a clear understanding, awareness and appreciation of their own and other world cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

- Students' social responsibilities are stronger in the upper phases, particularly in Secondary. Senior students contribute to social activities and volunteer in charitable activities to help those who are less fortunate than themselves. Across the phases, environmental awareness and the resulting actions are sound.

- Students have a strong work ethic, but their enterprise and entrepreneurial skills are underdeveloped. There are very few opportunities for them to acquire such skills.

- The school provides an adequate range of opportunities for students to initiate innovative projects, particularly in science. The windmills and tornado bottles project is an example of initiatives that fall under the Green School Movement campaign.

For Development:
- Improve students' enterprise and entrepreneurial skills.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- In all phases, teachers demonstrate secure knowledge of their subjects. Most can convey that knowledge confidently to students. A few teachers have a strong understanding of how students learn and can adapt their teaching appropriately.

- Across the subjects, most teachers use questioning to check students' understanding and, particularly, their recall of facts. A few teachers use skilled questioning consistently to challenge and promote meaningful discussions and deeper reflection, and so help students to think for themselves.

- Most teachers provide adequate support and challenge, but these are not always sufficiently personalised for groups and individuals. Some teachers provide opportunities for students to be innovative and to apply what they have learned. Some teachers, across the phases, give too much direction in their lessons.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable ⬆

- Improvements in internal assessment processes across the school give more valid information from the available data. School leaders ensure that data are increasingly reliable and that internal data are in line with external data.

- Provision of detailed information about children's learning is a strength in the KG. The school's review has yet to influence curriculum adaption and the emphasis of teaching styles. The personalisation of learning and the use of written instructions and advice are not sufficiently consistent.

- The use of cognitive ability tests increasingly identifies students with barriers to learning and those with exceptional capacity. School leaders do not ensure the best use of these tests to validate rates of progress or to inform teachers' planning.

For Development:

- Provide appropriately-challenging tasks for all groups to develop independent learning skills.

- Ensure that all teachers use data accurately and consistently to improve the personalisation of learning.

- Encourage teachers to provide helpful feedback to students on how to improve their work.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school offers subjects as expected by CBSE. There is some choice of subjects in the secondary phase. Students in the other phases enjoy choice in their extra-curricular activities.

- Cross-curricular links support the transfer of learning in lessons but do not consistently make an impact on students' learning. Curriculum implementation is not always effectively planned to ensure that learning builds on students' prior knowledge.

- The curriculum is reviewed every year, and modifications are adopted. However, their implementation has yet to make an impact on students' learning in lessons. The school has planned modifications to help students become more successful in international tests. There has, as yet, no measurable impact.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The impact and delivery of a modified curriculum is not fully evident in lessons. Although teachers' plans indicate an awareness of the need to modify tasks for students of differing abilities, what students are asked to learn is too often the same for all.

- Lessons are successfully planned with cross-curricular themes. They interest students and extend their knowledge of UAE culture and wider global issues, especially those related to the environment.

- The curriculum engages the majority of students. Extra-curricular activities concentrate predominantly on developing students' academic performance. There are few opportunities for students to follow their own interests or to be innovative and enterprising in their thinking or actions.

- Arabic is not taught in the KG.

For Development:
- Ensure that the curriculum design fully takes into account international expectations and is progressive throughout the school.
- Ensure the effective modification of the curriculum to meet the needs of students of all abilities.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- There are no major differences between the phases in terms of arrangements for health and safety. The school is effective in keeping students safe and secure across the school. Child protection policies are reviewed and updated regularly. Staff receive appropriate training.

- Regular maintenance ensures that all necessary repairs are undertaken to ensure that the school is safe. The quality of lighting has improved in most classrooms. However, few classrooms and corridors are still not well lit. Regular emergency evacuation drills are held. Risk assessment procedures to prevent foreseeable accidents are not fully developed.

- The school effectively promotes healthy lifestyles. Students' behaviour and choices regarding their health are monitored. There has been an improvement in important aspects, such as healthy eating and the maintenance of a healthy body weight.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable ⬇

- Staff develop positive relationships with students and successfully nurture a climate of mutual respect. The calm learning environment and the high rates of attendance reflect the effectiveness of the systems the school has for managing behaviour and promoting attendance.

- Procedures now identify students of determination and those with gifts and talents. Only in a minority of lessons, these procedures have led to effective support for these students. Staff in KG know individual children well and provide them with the support they need as new learners.

- Guidance for all students to develop personally and academically is variable. Students do not receive regular feedback to help them take responsibility for their own learning. Older students receive adequate information to help them in their choices regarding higher education.

For Development:

- Improve the effectiveness of support and guidance to ensure that the learning and personal needs of all groups of students are fully met.

Inclusion of students of determination

Provision and outcomes for students of determination	Weak

- Senior leaders and governors actively promote improvements in standards, systems and outcomes for students who have barriers to learning. Recent initiatives to improve provision for students of determination do not incur additional cost to parents.

- Most of the barriers to learning are accurately identified. However, interventions are insufficiently supported by measurable targets to directly address those barriers. Because the systems to monitor progress are underdeveloped, students seldom feel involved or aware of their next steps in learning.

- Parents are content with provision. Although they have appropriate communication systems with class teachers, they are not well informed about their children's milestones in learning, particularly in the primary and middle phases. They seldom have accurate information on their children's progress to hold the school accountable.

- In most lessons, teachers do not meet the range of learning needs and misjudge students' capabilities, particularly in the primary and middle phases. Lesson materials, which are poorly matched to students' reading skills, constrain effective learning. Teaching assistants are not consistently enabled to provide appropriate support.

- Progress for a few students is good because they apply themselves exceptionally well, and their barriers to learning are mild. Others make considerably slower progress because school systems do not involve them, their teachers or their parents in activities that effectively reduce barriers to learning.

For Development:

- Review the entire system of monitoring and support to ensure all students make better progress.

- Review the curriculum to ensure that the least able students acquire the knowledge and skills necessary for life after school.

6. Leadership and management

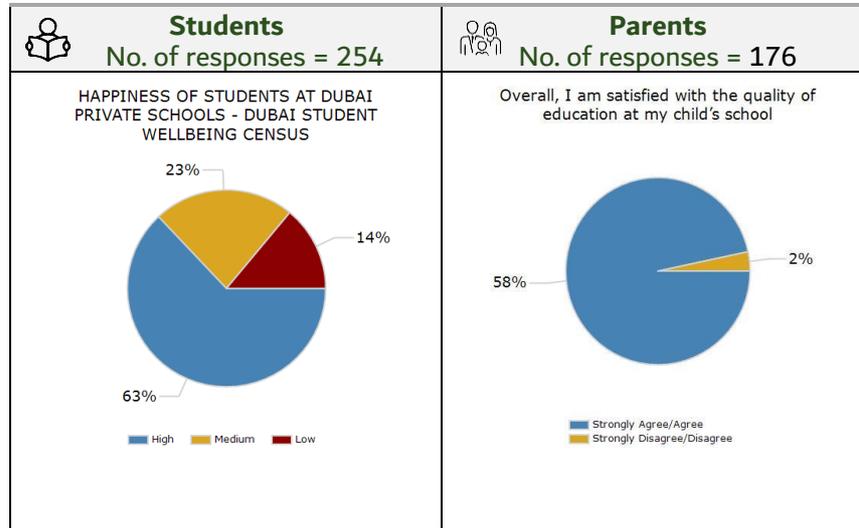|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak ⬇
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The senior leaders appointed this year, guided by the academic director, have a clear vision of what comprises effective learning and teaching. The wide range of improvement actions and the rapid pace of implementation have proved challenging to teachers' capacity to improve. As a result, revised approaches to teaching are not consistently well established and have not had an impact upon students' attainment.

- Senior leaders ensure regular and systematic evaluation of performance data. This does not consistently result in accurate judgements about the quality of students' progress and attainment. Regular and systematic lesson observations do not link the quality of teaching to the rate of students' progress. As a result, there are overoptimistic judgements about the effectiveness of teaching, assessment and curricular provision for all groups of students, including students of determination.

- Partnership with parents is well supported by effective communication, including regular reports on students' progress. The parent focus group shares parents' views with school leaders and governors, positively influencing aspects of school provision. However, this has not had a measurable impact on students' outcomes. Surveys of parents' views on the work of the school indicate high levels of satisfaction.

- The governing body includes representatives of parents, staff and community members who have professional educational experience. Governors are receptive of the views of parents. They frequently attend school to seek first-hand information, observe lessons and meet school leaders. They have not yet ensured improvement in key priority areas such as inclusion. Governors have approved additional facilities but do not ensure that they are used effectively.

- Efficient daily routines ensure an orderly, calm and purposeful context for learning. Almost all teachers are suitably qualified and efficiently deployed through effective timetabling. The comprehensive programme of continuing professional development has yet to bring about measurable improvement in teachers' practice. Additional specialist facilities to support innovation and reading are not optimally used, nor do they result in consistently-improved learning experiences for students.

For Development:
- Improve the capacity of staff to lead and implement a manageable number of improvement initiatives, leading to improved outcomes for students, and empower parents to be active partners in such initiatives.

- Ensure that the processes of self-evaluation rigorously and accurately evaluate the quality of students' outcomes in lessons and over time.

- Hold school leaders rigorously to account through more focused scrutiny of performance data with special reference to the quality of students' outcomes.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students No. of responses = 254	Parents No. of responses = 176
HAPPINESS OF STUDENTS AT DUBAI PRIVATE SCHOOLS - DUBAI STUDENT WELLBEING CENSUS 23% 14% 63% High Medium Low	Overall, I am satisfied with the quality of education at my child's school 58% 2% Strongly Agree/Agree Strongly Disagree/Disagree

Students	• The results of the well-being survey are broadly comparable to other Dubai schools in all indicators. Students report marginally higher confidence levels in their own abilities. They note some forms of verbal bullying, marginally more than in other schools. They indicate that cyber-bullying is an issue. The inspection did not find any evidence that this was the case.
Parents	• Almost all parents who responded are satisfied with the quality of education, the school's responsiveness to their communications and the development of their children's learning skills. Almost all agree that students are kept safe in school. Most agree with the principle of inclusion. Almost all agree that they have the necessary information to support their children's education. Around a quarter do not know if bullying is an issue.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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