

# Inspection Report



## Rajagiri International School

2014-2015



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

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## School information



### General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2008
Website	www.risdubai.org
Telephone	04-2800691
Address	Al Warqaa, Dubai, UAE
Principal	Arundhati Rawat
Language of instruction	English
Inspection dates	19 <sup>th</sup> – 22 <sup>nd</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 13
Grades or year groups	KG1 - Grade8
Number of students on roll	1343
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	51
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	89
Largest nationality group of teachers	Indian
Number of teacher assistants	20
Teacher-student ratio	1:16 KG 1:15 other phases
Number of guidance counsellors	3
Teacher turnover	27%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	Indian/ CBSE
Standardised tests / board exams	IBT, ASSET, Olympiad
Accreditation	Candidate member CBSE



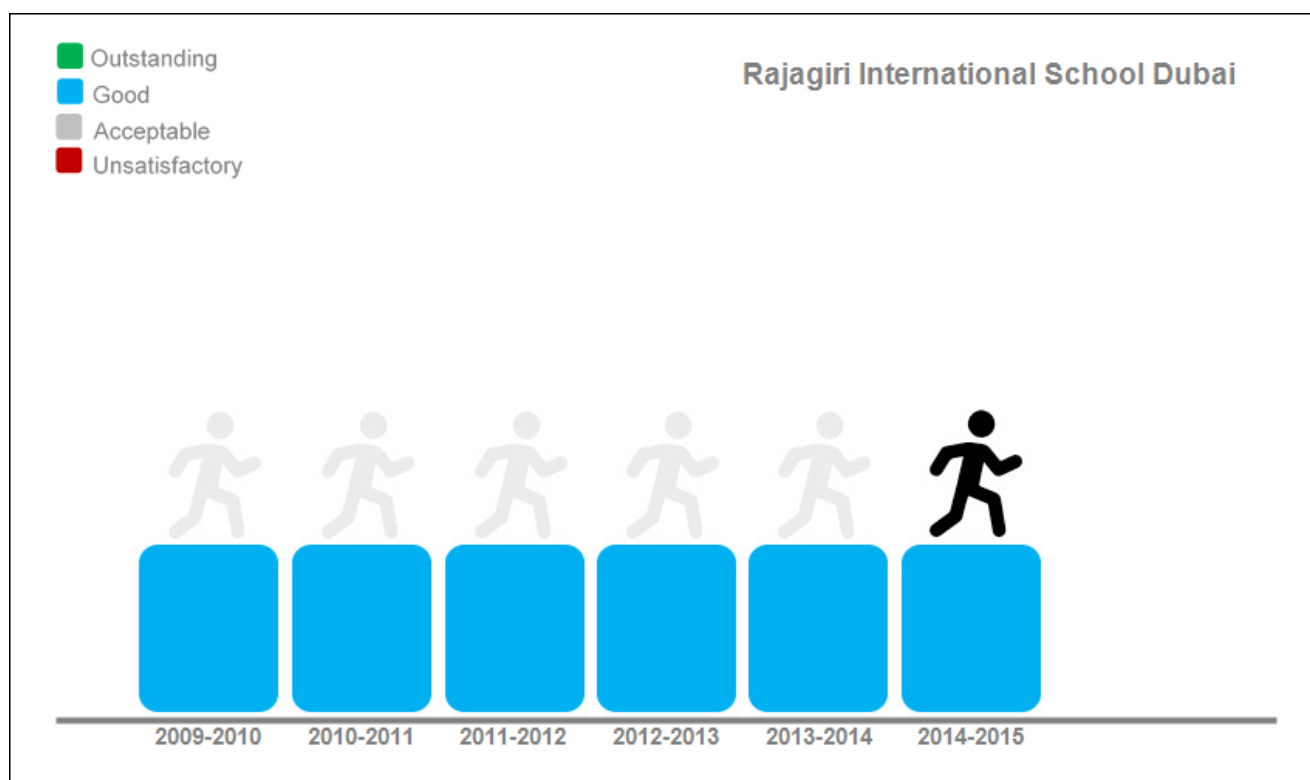
# Parents' Report



Dear Parents,

Rajagiri International School Dubai was inspected by DSIB from 19<sup>th</sup> – 22<sup>nd</sup> October 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 Kindergarten showed outstanding attainment and progress in English.
- Students' personal development in the Kindergarten was outstanding.
- Students were confident, well behaved and responsible.
- Arrangements for ensuring students' health and safety were outstanding.
- There were strong relationships with parents as a result of improved reporting on their children's progress.

### **Areas for improvement**

- Raise students' attainment and progress in Arabic as an additional language.
- Ensure all planned school improvements lead to improved student outcomes.
- Involve students in assessing their own and each other's learning.
- Ensure the curriculum reflects the different interests and needs of groups of students, and provide stimulating extra-curricular activities.
- Ensure the governing body develops its role in supporting the school and holding school leaders accountable for school improvements in relation to outcomes achieved by students.

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 Rajagiri International School



### How well does the school perform overall?

Overall, Rajagiri International School provided a **Good** quality of education for its students.











- Students' attainment and progress in most key subjects across the school were good, except for Arabic as an additional language where it was acceptable, and in English in the Kindergarten, which was outstanding.
- Across all phases, students showed outstanding personal responsibility and respectful behaviour. They worked hard and attendance levels were very high. Their awareness of cultural and environmental issues was particularly good in the primary and middle phases.
- Good quality teaching resulted in good levels of attainment and progress in most key subjects. However, some teaching did not challenge students to think for themselves and learn independently. Teachers did not always routinely plan lessons to meet the needs of all groups of students.
- The outstanding quality of the curriculum in the Kindergarten supported children's English language development through very well-planned child-initiated activities. The curriculum in the primary and middle phases provided a good range of enrichment activities and modifications, but these were of variable quality and did not always meet the needs of all groups of students.
- Arrangements for students' health and safety were thorough in all phases. The school provided high quality advice and guidance to students. There were effective attendance management systems and effective procedures to address students' concerns such as bullying behaviour. Identification and support for students with special educational needs was good.
- The school was well led and managed. School leaders had improved their planning and had identified ways to improve the school further.





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

- Students with special educational needs made good progress in relation to their starting points when entering the school.
- The curriculum was effectively adapted for students with special educational needs. Parents were well-informed about their children's educational plans.
- There were good systems to identify students with special educational needs and to support their learning and personal needs. The provision for students with special educational needs was good.

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

		KG	Primary	Middle
 Islamic Education	Attainment	Not Applicable	Good	Good 
	Progress	Not Applicable	Good	Good 
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 English	Attainment	Outstanding 	Good	Good
	Progress	Outstanding 	Good	Good
 Mathematics	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		KG	Primary	Middle
Learning skills		Good	Good	Good

 Improved from last inspection



 Declined from last inspection




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

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

## 3. How good are teaching and assessment?

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

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

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

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

	KG	Primary	Middle
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	Acceptable
Parents and the community	Outstanding
Governance	Acceptable
Management, staffing, facilities and resources	Good



# School **Inspection** Report

## Overall school judgement

Good

## Key strengths


- Students' attainment and progress in English were outstanding in Kindergarten.
- Students' personal development in the Kindergarten was outstanding.
- Students across the school were confident, well behaved and responsible.
- Arrangements to ensure students' health and safety were outstanding.
- Partnerships with parents remained outstanding and had been further strengthened by improved reporting on their children's progress.


## Changes since the last inspection

- Leaders' analysis of student performance data had improved to more accurately identify students' strengths and areas for improvement in their learning.
- Learning resources had improved, including interactive whiteboards, a refurbished library and a new science laboratory.

## Recommendations



- Raise students' attainment and progress in Arabic as an additional language.
- Ensure students' learning experiences and outcomes are at the heart of every planned improvement by stating clearly how improvements will lead to improved student outcomes.
- Involve students in assessing their own and each other's learning.
- Ensure the curriculum reflects the different interests and needs of groups of students, and provide stimulating extra-curricular activities.
- Further improve self-evaluation by clearly stating, for every planned improvement, what will change in students' learning experiences and outcomes, and how the school will measure success.
- Ensure the governing body develops its role in supporting the school and holding school leaders accountable for school improvements in relation to outcomes achieved by students.

 Improved from last inspection

 Declined from last inspection

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

### KG

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

- Almost all children came from a non-English speaking background. They made outstanding progress in learning English, so that, in their second year, almost all spoke confidently and at length in both formal and informal situations. Children listened attentively to teachers and peers. Their attainment in reading and writing was also well above those typically expected of their age.
- In mathematics, children attained well and made good progress. Most children could count accurately beyond ten and older children were increasingly aware of place value and could order numbers and objects according to given criteria. A minority of children had less secure knowledge of simple number bonds, which meant older children did not have these facts readily available to recall facts quickly.
- In science, most children's attainment and progress matched or exceeded curriculum expectations. Most had age appropriate understanding of the earth and their physical surroundings. Almost all children made or exceeded expected progress over time.

### Primary

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

- In Islamic education, the majority of students knew, understood and applied Prophet Seerah. They recited short Surah with errors and with limited Tajweed rules, to a level above curriculum expectations. The majority of students related their learning to real life situations.
- In Arabic as an additional language, most students attained levels that were in line with curriculum expectations. Their listening for understanding and their reading skills were less well-developed. Students could read simple phrases and relate pictures to their meaning but needed teacher prompting in English. Writing was not well-developed and was mainly limited to copying.
- In English, younger students used their phonetic knowledge well to write confidently what they wanted to say. Across the primary grades, writing became progressively accurate and by Grade 5 most wrote very creatively. Students' listening, speaking and reading skills were well-developed.

- In mathematics, most students demonstrated a good understanding of numeracy and at times were able to apply their skills in different contexts. Most students increasingly applied what they had learned in mathematics to everyday situations. However, their problem solving skills were weaker than their knowledge and understanding of mathematical concepts.
- In science, most students' attainment matched or exceeded curriculum expectations. Students in the upper primary phase performed above international standards as indicated in international assessments. Most students confidently applied what they knew to their experiments.

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

- In Islamic education, most students knew and understood the stories of the different Prophets, Islamic values such as respecting the Holy Qur'an, and the celebrating Eids. They could recite short Surahs with errors using few Tajweed rules to a level that is in line with curriculum expectations. Most of them were able to relate their learning to real life.
- In Arabic as an additional language, most students attained in line with curriculum expectations in the four language skills although listening for understanding and reading skills were less well developed. Students depended on teachers' prompting in English. Most students engaged in short conversations about familiar topics and described pictures using simple words. Most students could copy words but their reading skills were still well below expectations. Writing was the slowest skill to develop.
- In English, students continued to attain well and made good progress in further developing their skills. Older students could confidently and fluently explain their thinking in both speech and in their writing. Students worked independently when they made toys with paper. They could articulate their choices and ideas well.
- In mathematics, and particularly in Grade 8, most students attained above international expectations and made good progress. Most securely understood geometrical concepts and accurately interpreted graphs and charts. Students could demonstrate mathematical skills across a range of topics in line with curriculum expectations. Frequent and systematic use of formative and summative assessment information by teachers resulted in lesson planning which accelerated students' progress. As a result, students performed well in internal and external tests.
- In science, most students' attainment in observed lessons, matched or exceeded curriculum expectations. In laboratory work, most demonstrated a high level of practical skills and could draw and explain conclusions. International assessment indicated students performed above benchmarks. However, the most able students not always sufficiently challenged to make greater progress.

	KG	Primary	Middle
<b>Learning skills</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Across the school, the vast majority of students were motivated to learn and were becoming increasingly aware of their strengths and weaknesses.</li> <li>• Most students communicated well in the classroom to complete group activities. For example, in mathematics they confidently explained their reasoning for choosing strategies to solve mathematical problems.</li> <li>• Most students made relevant connections between what they were learning in class to real life situations. For example, in the Kindergarten, children linked what they had learned about night and day. Other students could discuss 'force' in mathematics and science in relation to football.</li> <li>• Students' demonstrated strong subject knowledge and understanding, but their problem-solving and independent research skills were comparatively weaker. Students did not have enough regular access to learning technologies in lessons.</li> </ul>			

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



	KG	Primary	Middle
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• In all phases, almost all students came to school eager and ready to learn. Students were highly motivated and demonstrated an excellent work ethic.</li> <li>• Across all phases, students behaved very respectfully towards each other, and to all adults. Tolerance of diverse backgrounds and cultures was clearly evident.</li> <li>• There were strong relationships between students and teachers and other adults, promoting a very positive learning culture.</li> <li>• Healthy lifestyles were highly valued and evident in the school's 'Health is Wealth' policy.</li> <li>• Attendance was high, and the vast majority of students were punctual to school and classes.</li> </ul>			

	KG	Primary	Middle
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Most students had a clear understanding of Islamic values and their importance in the daily life of Dubai.</li> <li>• They appreciated the heritage and culture of the United Arab Emirates.</li> <li>• Students had a well-developed awareness and appreciation of their own culture and other cultures from around the world.</li> </ul>			

	KG	Primary	Middle
<b>Community and environmental responsibility</b>	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Students understood their responsibilities as members of the school community, and took on different roles and responsibilities in the school.</li> <li>• Most students participated in purposeful initiatives in the school such as the 'Green Gang' group.</li> <li>• Most students readily took initiative and made decisions such as organising gifts for people who supported their learning, and raising money for less fortunate people.</li> <li>• Students cared for their school and sought ways to improve its environment. They took part in different initiatives to support sustainability and conservation, such as the recycling projects.</li> </ul>			


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

	KG	Primary	Middle
<b>Teaching for effective learning</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Teacher's subject knowledge was good and most of them knew how to teach their students.</li> <li>• Most lesson plans provided interesting learning environments for students. In most subjects teachers used time effectively and used different resources to support students' different learning needs.</li> <li>• Teaching strategies in most subjects met the needs of students, and teachers had appropriate expectations, except in Arabic as an additional language where their expectations of what students could achieve were low.</li> <li>• Teachers in most subjects provided differentiated work to meet the needs of different groups of students but provided limited opportunities for them to develop their enquiry and critical thinking skills.</li> </ul>			

	KG	Primary	Middle
<b>Assessment</b>	Good	Good 	Good 
<ul style="list-style-type: none"> <li>• Rigorous, extensive and comprehensive systems had been established to assess students' progress over time. These allowed teachers to monitor students' attainment as well as regularly track students' progress to address any lack of achievement.</li> <li>• The school conducted careful analysis of what students achieve compared to schools nationally and internationally.</li> <li>• Assessment was used for planning the next steps in students' learning, but still needed to be embedded fully across the school.</li> <li>• Teachers did not yet make enough use of formative assessment to accelerate students' progress in lessons, especially for the most able. Students' were not sufficiently involved in assessing their own learning.</li> </ul>			

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

	KG	Primary	Middle
<b>Curriculum quality</b>	Outstanding	Good	Good
<ul style="list-style-type: none"> <li>The curriculum followed the Indian CBSE guidelines and was focused on developing students' knowledge, understanding and skills in all subjects.</li> <li>Enrichment activities extended the curriculum beyond classrooms. Critical and imaginative work was shown in students' extended writing.</li> <li>The school had established approaches to help students' to link different areas of their learning through the 'Learning Trail' in the Kindergarten and 'Super Learning' in the primary and middle phases.</li> <li>The annual curriculum review had not yet ensured a smooth transition from Kindergarten to Grade 1 to enable students to build progressively on their outstanding attainment and progress in English. Transition and progression in Arabic lessons was under-developed.</li> </ul>			

	KG	Primary	Middle
<b>Curriculum design to meet the individual needs of students</b>	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>A particularly good feature of the school's curriculum design was the provision in Kindergarten that promoted child-initiated learning in 'free flow'. This resulted in children acquiring confidence to use English independently. However, there was little modification of the curriculum for students with special educational needs, particularly in Arabic as an additional language.</li> <li>A range of extra-curricular activities enriched the curriculum throughout the school. Curriculum choices offered all students three language options from Grades 1 to 8, in addition to English and Arabic.</li> <li>The curriculum was subject to annual review and this had resulted in modifications. Although students with special educational needs were adequately supported, the curriculum was insufficiently modified to meet the learning needs of these students, as well as the most able.</li> </ul>			

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

	KG	Primary	Middle
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Staff and students were aware of child protection arrangements and the school had taken measures to prevent bullying and to help students understand how to stay safe when using the internet.</li> <li>There were well-established procedures for maintaining the health and safety of all who used the school premises and school transport.</li> <li>Comprehensive and detailed health records were maintained, and any incidents that affected students' health and safety were recorded, in addition to the actions taken to prevent repetition of such incidents.</li> <li>The school ensured that buildings and equipment were clean, regularly checked and maintained. It also ensured any hazardous materials, such as chemicals in science, were securely stored.</li> </ul>			



- Healthy lifestyles were regularly and effectively promoted, such as through awareness raising campaigns on healthy behaviours. Some students showed their support for healthy eating by acting as 'food monitors' who encouraged their peers to make healthy food choices.

	KG	Primary	Middle
Quality of support	Good	Good	Good

- Across all phases, relationships between staff and students were mutually respectful. Behaviour was well managed and students played an important role in this.
- The school's administrative procedures contributed effectively to maintaining high levels of attendance and punctuality.
- The school was inclusive of students with special educational needs and effectively identified their needs. However, support for students with special educational needs was less strong in some subjects where there was less focus on using students' individual educational plans. Some teachers were inaccurate in their planning when considering different students' starting points in lessons.
- There were well-developed systems for monitoring students' wellbeing and personal development. Advice to students was focused and helpful.

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

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

- The quality of leadership and management of special educational needs was good.
- Systems and processes for accurately identifying the needs of students with special educational needs was good.
- Curriculum modification was variable across subjects. It was strong in some core teaching, but not in all, and was weak in other subjects because teachers did not always know how to adapt the curriculum or their lessons to meet these students' needs.
- Partnerships with parents were good with regular meetings held to prepare, review and evaluate children's individual educational plans.
- Overall, students with special educational needs made good progress in relation to their starting points except for those students who were also learning a second language, such as Arabic.

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




	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>Senior leaders shared the Principal's vision to enable students to enjoy their learning, achieve well, and become responsible citizens.</li> <li>Almost all leaders at all levels understood their roles and responsibilities to bring about improvement.</li> <li>Senior leaders worked closely as a team and had communicated clearly to staff and students what their priorities were and what was expected of them in order to improve the school.</li> <li>Leaders at all levels contributed effectively to school improvements.</li> <li>The leadership team had demonstrated their capacity for improving some aspects of performance in particular phases of the school, and this was shown in the improved students' attainment as measured by internal and external assessments.</li> </ul>	
	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>The school knew what it did well and what it had to improve because it took suitable account of a range of evidence on the school's performance, including improved use of information on students' attainment.</li> <li>Senior leaders had involved all teachers in evaluating the school's performance and this had helped identify staff development needs.</li> <li>Plans to improve the school identified suitable priorities and set some measurable goals but did not always identify clearly what aspects of students' classroom learning experiences would improve. Improvement planning still relied on external evaluations and did not consistently focus on the continuous improvement of teaching, learning and assessment.</li> <li>Overall, the school had made good progress in addressing the recommendations of the last inspection report.</li> </ul>	
	Overall
<b>Parents and the community</b>	Outstanding
<ul style="list-style-type: none"> <li>Parents felt welcome in school and involved as partners in their child's learning. Almost all felt that homework helped their children learn and that their children developed a good range of learning skills. The Parent Council met with the school's Senior Management Team regularly and the school had incorporated their concerns and suggestions in its improvement planning.</li> <li>Effective two-way communications supported dialogue between school and parents.</li> <li>Almost all parents agreed that the school report were helpful to their understanding of their child's progress and their next steps in their learning.</li> <li>There were strong links with the community, and students were involved in numerous local activities.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The Board of Governors was representative of parents, staff and the local community, knew the school well and actively supported school leaders by sharing their project management expertise.</li> <li>• Governors supported the school in sustaining the good performance of the school, and they recognised their role in holding the school leaders to account for school improvement. The Board demonstrated a positive influence on the school, with useful task management systems that ensured regular communications between Board members and senior leaders. They prioritized additional educational resources to support school improvement.</li> <li>• The Board demonstrated that it was well placed to offer the school the constructive challenge required to address the performance targets set by KHDA for improving students' achievement in international assessments.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Good
<ul style="list-style-type: none"> <li>• The school's daily routines were very effectively managed, creating a calm and purposeful ethos that supported students' learning well.</li> <li>• Staff training and development programmes supported teachers' in professional learning. Senior leaders deployed experienced staff well to support their colleagues.</li> <li>• School premises were of a good quality and had been improved through the creation of a laboratory, a refurbished library, and the installation of interactive whiteboards in all classrooms.</li> <li>• In most key subjects, almost all staff were suitably qualified to teach, except in Islamic Education and Arabic as an additional language.</li> </ul>	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	442	42%
	<b>Last year</b>	422	43%
 <b>Teachers</b>	69		97%
 <b>Students</b>	There are no upper secondary-aged students in the school		

- This year minority of parents and most teachers responded.
- Almost all parents agreed that their children enjoyed and was safe in school, that they were satisfied with the school's quality of education and that school reports and parent meetings kept them informed about progress.
- All parents agreed that the school welcomed children with special educational needs.
- Almost all agreed that their children made good progress in English, most felt the same about progress in science and mathematics but only a minority thought progress was good in Islamic Education and in Arabic as an additional language.
- Most parents agreed that their children were kept safe in school and on the school bus although several raised concerns about alleged bullying on school transport. The majority felt the school dealt well with bullying.
- Staff views were almost all positive. Most agreed that their students made good progress in English, mathematics and science.

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

## What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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