




Buds Public School

 Curriculum: Indian

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Muhaisnah 1
Type of school	Private
Opening year of school	1987
Website	www.bpsdubai.ae
Telephone	00971-4-2888143
Address	P.O. Box 12861, Dubai
Principal	Mr. Ainsley Leonard
Language of instruction	English
Inspection dates	10 to 12 October 2016

Teachers / Support staff

Number of teachers	51
Largest nationality group of teachers	Indian
Number of teaching assistants	4
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	29%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	797
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	34
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	Indian
Main curriculum	Indian
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	IBT



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

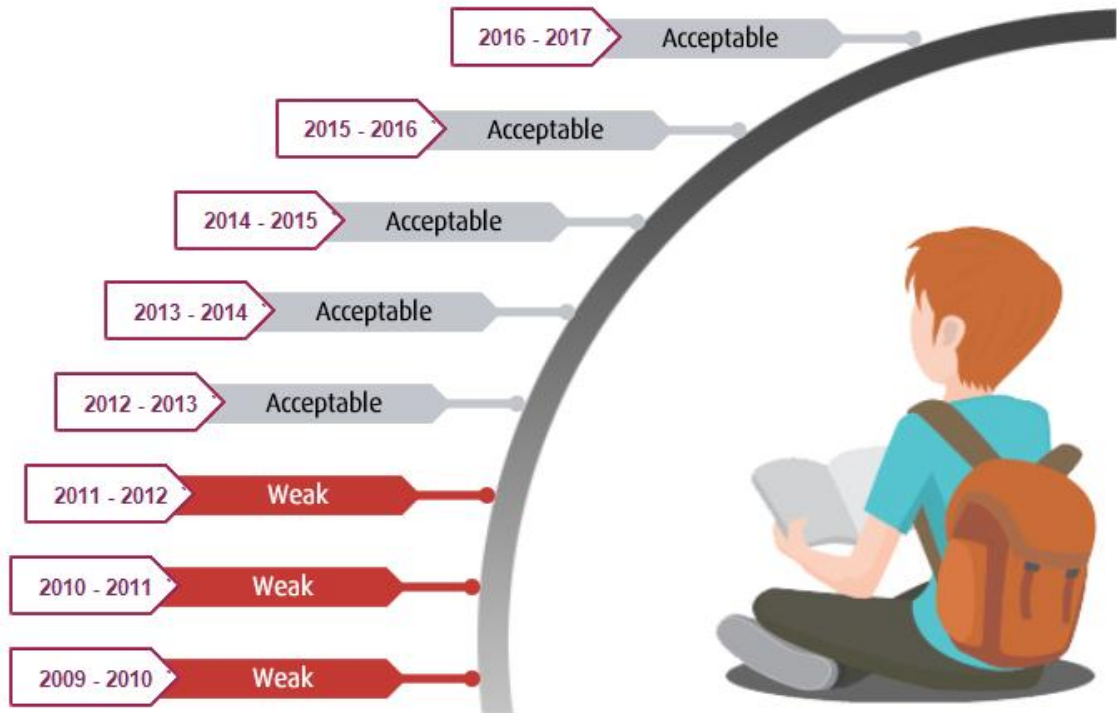
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Buds Public School



Buds Public School has maintained a roll of approximately 800 students over the past three years. At the time of the inspection the roll was 797 with students aged from four to 18 years, a three percent decrease compared to the previous year. The principal has been in post since April 2016. Teacher turnover at the time of the inspection was 29 percent.

The three previous inspections have acknowledged strengths in students' personal and social development, positive relationships with parents and the health and safety provision for the welfare of students.

Recommendations over the same period have focused on improving aspects of teaching to meets the needs of all students, strengthening assessment systems and provision of professional development to support these processes.



Summary of inspection findings 2016-2017



Buds Public School was inspected by DSIB from 10 to 12 October 2016. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are generally acceptable across all phases of the school. However, their attainment and progress in Arabic at secondary and middle phases are weak. Children's progress in Kindergarten (KG) and in secondary science is good. Students' learning skills are acceptable in KG, primary and secondary, but are weak in the middle phase.
- Students' personal and social development are strengths of the school. Students' attitudes and behaviour are good, as are their relationships with each other and their teachers. Student's understanding of Islamic values is acceptable in KG and good across the other phases of the school. Their understanding of social responsibilities is acceptable across the school.
- Across the school, teaching is acceptable. Teachers' lesson planning to develop students' critical thinking, enquiry, research and innovation skills remains under-developed. The use of assessment to influence and support students' learning is weak in the primary and middle phases. It is acceptable in secondary and good in KG, where continuous evaluative assessment practices are used.
- The curriculum is acceptable across all phases of the school and provides for a range of options for the CBSE examinations in secondary. Some modifications are made to the curriculum to support the needs of different groups of students. Modifications to the curriculum to promote critical thinking, enquiry, research and innovation skills are limited. A range of extra-curricular activities is available to students.
- School leaders and staff have implemented effective and robust procedures for the care, welfare and support of students. The school transport system is efficient and has good supervision. The quality of support for students with special educational needs and disabilities (SEND) is variable but generally weak.
- Leaders of the school have the vision and direction that set out to improve student outcomes. The systems-for self-evaluation are not sufficiently robust to provide reliable indicators of the strengths and weaknesses of the school. The lack of reliable data is not providing the governing board with the information it needs to hold leaders to account. Management, staffing, facilities and resources are acceptable. The relationship between the school and the parents is good.

What the school does best

- The good attitudes, behaviour and relationships across the school.
- The positive relationships between the school and the parents.
- The effective and robust procedures for the care, welfare and support of students.

Recommendations

- Accelerate students' progress and raise their levels of attainment in all classes by:
 - improving the quality of teaching, particularly in the ways teachers engage students' and make learning relevant to the needs of individuals
 - raising teachers' expectations of what students can do.
- Ensure senior leaders implement systems to promote improved outcomes for all students by:
 - formulating a development plan that contains measurable outcomes which can be monitored over time, based on the recommendations of this inspection report
 - establishing rigorous systems to check the quality of teaching
 - providing teachers with appropriate professional development to enable them to promote critical thinking, enquiry, research and innovation
 - using rigorous and reliable assessment practices to provide the information required to evaluate students' progress.
- Ensure the governing body:
 - invests in high quality resources, including staffing, and monitors the impact of this on learning outcomes
 - develops its skills to enable it to hold school leaders effectively to account.
- Make sure self-evaluation is based on accurately measured and analysed assessment information to guide the school in modifying the curriculum and teaching.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter
- Attainment based on National Agenda Parameter benchmarks is not secure in English, mathematics and science.
- The school carried out some data analysis and identified weaknesses in student performance. However, there is no detailed National Agenda action plan to address the identified gaps and inconsistencies in students' skills. Senior leaders are not trained in analysing and interpreting data from the cognitive ability tests. The results of the tests are available to all stakeholders, including students and their parents.
- The school has not made any significant changes to its curriculum to ensure that students are equipped with the necessary skills to be globally competitive. There have been changes to the English curriculum to provide more dedicated reading time as the precursor to research in other subjects.
- Teachers are beginning to use strategies to encourage and develop students' critical thinking and contextual links to real life situations but these aspects of student learning are still a minor and emerging part of most lessons.
- The school does not work with students to ensure the National Agenda Parameter (NAP) individual reports have an impact on their learning. Students' skills to manage their own learning particularly in the primary and middle phases are limited. Their skills to research, analyse and evaluate data for a specific purpose are below age-related expectations and this aspect of learning is not a common feature of the classroom.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.










Promoting a culture of innovation:

Students are given limited opportunities to be innovative in a non-technological learning environment. This is because they are restrained by the formal structure of lessons and teaching methods. As a result students' critical thinking skills are not well-developed. The curriculum has not been sufficiently modified to have any impact on supporting and developing students' ideas. The school's vision is changing but the promotion of innovation is not yet embedded in the culture of the school.

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	Weak	Weak
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Weak ↓	Acceptable
	Progress	Good	Acceptable	Weak ↓	Good ↑

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Weak ↓	Acceptable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	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	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Good	Weak	Weak	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 ↓

Main inspection report



1. Students' achievement

 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
Language of instruction	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Acceptable	Good
Science	Acceptable	Good

- Children enter Kindergarten (KG) with little or no English, and from this low starting point they initially make rapid progress particularly in developing their speaking and listening. During KG1 they steadily develop their skills in blending sounds and during KG2 the majority of children learn to read and write simple sentences. By the end of KG2 children's attainment levels in English are generally in line with expected curriculum standards.
- When they enter KG1, children have difficulty in understanding and talking about mathematical concepts, due to the lack of English language skills. They make good progress so that by the time they leave KG, standards of attainment are in line with the expected curriculum levels. Children have a secure knowledge of number, particularly counting, and are starting to use a range of basic symbols with growing confidence.
- In science, children make good progress and develop secure factual knowledge such as the names of the parts of the body. They can discuss, at a basic level, the sense of sight, hearing, smell, touch and taste. Their scientific skills and problem solving are underdeveloped. By the time they leave KG, children's attainment is in line with expected standards.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, the school's internal assessments indicate that students' basic knowledge and understanding are acceptable. These have improved in the past 3 years. Lesson observations and students' workbooks, show that levels are in line with curriculum expectations. For example, by Grade 5, students are able to list the six rights that a Muslim is obligated to do for other Muslims. Students make acceptable progress in learning Islamic values and concepts in the higher grades. Progress is slower in the lower grades.
- In Arabic as an additional language, students' attainment levels are broadly in line with curriculum expectations. Students are able to read simple words and write very simple sentences. Teachers use songs and short videos to engage students. However, students' speaking and writing skills are less secure. Internal assessment show students' attainment to be stronger in the lower grades. Students make acceptable progress in learning letters and the sounds that they make but their reading comprehension is less secure.
- In English, students' attainment is weak when measured against national and international standards. School records show that attainment in the most recent benchmarking tests has improved. In Grade 1, students can form simple sentences and, by Grade 5, higher ability students write explanations and descriptions for different purposes. They articulate and justify arguments and write short stories. In lessons, progress in reading and writing has improved significantly as a result of changes to the curriculum. Most students make the expected progress over time.
- In mathematics, most students are reaching attainment levels in line with curriculum standards. At the end of this phase, students have a strong grasp of number and can collect and manipulate simple data. Both algebraic and geometric knowledge and skills are still developing. Progress in this phase is acceptable both in lessons and over time but achievement has shown a slight drop when compared to the previous year. Whilst girls are still out-performing boys in all primary grades, this achievement gap is narrowing.
- Attainment and progress measured against the school's curriculum shows that by the end of each year most students are at or above age-related standards, a few students are below these standards. Students are beginning to develop enquiry and investigation skills through simple activities. They express their ideas and understanding and, particularly in the lower primary, often use the correct scientific terminology. The progress of all groups of students is similar. Attainment over the past three years has remained at this level.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Weak ↓	Weak ↓

- Students' attainment and progress in Islamic education, when judged against national curriculum standards, are in line with expectations. Students' attainment levels have improved in the last three years. Most students are developing their understanding of the significant events in the lives of the prophets. They make slow progress in Qur'an recitation, although girls are making slightly better progress than boys.
- In Arabic as an additional language, attainment levels are weak. Less than three quarters of students meet expectation in relation to their years of study in Arabic. Results in internal assessments indicate that only a minority of students attain a pass grade. Grade 8 students, with at least five years of study, are barely able to write basic short sentences and have poor communication skills. Progress is slow in speaking and writing because of low teacher expectations and the lack of differentiation. Beginners make very slow progress due to insufficient support.
- In English, students' attainment is acceptable overall, although it is weak when measured against national and international standards. School records indicate students' attainment in recent benchmark tests has improved. Additionally, internal assessments indicate an increase in the levels of attainment throughout the middle school. Progress in reading and writing has improved as a result of changes to the curriculum. Students can differentiate between fact and opinion and they are able to write fluently and accurately in comprehension tasks. Students listen carefully and speak in English in all grades.
- In mathematics, students' attainment and progress are acceptable. Students' achievement in number work and data handling continues to show steady improvement, whereas their skills and understanding in algebra, and space and shape are limited. Girls are progressing at a faster rate and achieve higher standards than boys in Grade 8. There is no notable difference between the attainment of the two genders in Grades 6 and 7.
- In science, less than three-quarters of students attain levels expected by the school's curriculum. In lessons and their recent work only around half the students are in line with age-related standards. Students have limited inquiry and investigation skills. They have appropriate levels of knowledge recall but are limited in expressing their understanding of scientific concepts and applying their knowledge to real-life situations. A large minority of students are not making expected progress.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Good ↑

- In Islamic education, most students attain levels in line with curriculum expectations. By Grade 12, students demonstrate an understanding and application of the concepts of 'Halal' and 'Haram' but they do not engage in discussions to enrich and deepen their understanding. Most students make appropriate progress in their understanding of the events of the life of Prophet Mohammed (PBUH). In Grade 10, for example, students can adequately describe the Battle of Hunayn. They are still developing their ability to support their findings with quotations from the Qur'an.
- In Arabic as an additional language, students' attainment and progress are weak. Internal assessment information indicates less than three quarters of students reach the expected levels. Only a few grade 9 students are able to read very short lines of poems and many cannot understand the meaning. Their writing and communicating skills in Arabic are poor. The progress of most students is slow because they are not given challenging learning activities or opportunities to take responsibility for their own learning.
- Most students attain levels in English that are in line with curriculum standards. Students can discuss their ideas using key vocabulary and respond appropriately to a wide range of texts reflecting their understanding of the structural features of writing. Continuous assessments prepare students well for CBSE examinations and show they make steady progress. They are confident speakers when given opportunities to make presentations or engage in group discussions. Higher ability and students with SEND do not make adequate progress.
- In mathematics, although attainment is acceptable overall, it is not consistent throughout the phase. Students in Grades 9 and 10 make better progress and are achieving at a higher level than in Grades 11 and 12. Students' understanding of the manipulation of number and the handling of data across the phase is stronger than their understanding of concepts in algebra, and space and shape. There is no notable difference in the attainment and progress of girls and boys.
- In lessons and in their recent work, students demonstrate a level of understanding in science that is in line with age-related standards. This level is not fully supported by CBSE XII examination results. A large majority of students make better than expected progress from their starting points. Students make good use of the opportunities they get to develop their practical skills during routine practical work but do not do the same to develop their investigation and research skills.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Weak ↓	Acceptable

- Students are interested in learning and have positive attitudes in most lessons. They do what teachers ask of them but too often they are passive listeners and undertake tasks that teachers set them. Most students, particularly in science and in the middle phase do not understand how to improve their work.
- In many lessons, students sit and listen and are not regularly involved in tasks which allow them to take responsibility for their own learning. When given opportunities to work collaboratively, students cooperate and produce good work. For example, in English, older students made whole-class presentations, on Shakespeare's 'Seven Ages of Man', which they researched and prepared independently.
- Students make a few connections between areas of learning and relate these in simple ways to their understanding of the world. Too often opportunities are lost to broaden class discussions and develop students' understanding of the world. When given the opportunity, older students can relate mathematical problems to real world contexts.
- Students' critical thinking skills are not well-developed. Opportunities to use technology skills in lessons are rare and learning skills are often confined to completing worksheets which do not require students to evaluate, analyse or solve problems. When they deliver class presentations, students show the results of their independent research and demonstrate the potential to think critically and solve problems.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good

- Students' attitudes are generally good. They are eager to learn, meet challenges with a positive disposition and accept both positive and negative feedback constructively.
- Good behaviour is the norm throughout the school although some counter-examples are observed, particularly in the primary phase. Students in primary and the middle phases are generally self-disciplined. The senior students continue to have a positive influence on the behaviour of younger students.
- Students like and respect their teachers, and this in turn is reciprocated. Students are helpful and mindful of the needs of others. Interactions within lessons are generally supportive and fully cooperative.
- Students are aware of the importance of bringing healthy snacks to school. They demonstrate awareness of dangers, including Internet dangers, and appreciate the need for healthy eating, drinking sufficient water, exercise and having sufficient sleep.

- Punctuality to class is generally good throughout the school with almost all students arriving promptly. School records suggest that attendance is outstanding, although this was not reflected during the inspection period.

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

- Students have a good appreciation of how Islamic values influence life in modern UAE society. They can articulate their appreciation of how values, such as charity, compassion and respect of elders manifest themselves in the UAE culture.
- Students have a high degree of respect for the culture of United Arab Emirates. However, students in the primary phase and children in KG have less knowledge and understanding of the historical and cultural heritage of United Arab Emirates than in other phases.
- Students demonstrate good understanding and awareness of their own cultures. Although, they are familiar with some other countries' cultures such as Oman and Greece, many of them do not know enough about other world cultures, particularly in the lower grades and in KG.

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

- Most students know their responsibilities and duties as members of the school community, particularly in the secondary phase. However, they have limited opportunities to take responsibilities in their classrooms. They often communicate their views and opinions well, although not as effectively in the primary phase. Students do not have many opportunities for voluntary work outside the school.
- Although students have a strong work ethic, their involvement in the local community is restricted to a few visits led by school staff. There is very little evidence of innovation, enterprise and entrepreneurship projects initiated by students. Their economic decision-making is still underdeveloped.
- Students demonstrate an emerging understanding of the importance of environmental issues. Primary students take appropriate responsibilities in cleaning classroom surroundings. Other students are involved in recycling and the environment club.

3. Teaching and assessment

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

- Most teachers have secure subject knowledge. The language of instruction is English and, although teachers are clear in conveying instructions, they sometimes make grammatical and syntax errors which have a detrimental impact on the ways in which students use English.
- Teachers plan lessons in meticulous detail. In the primary and middle phases they are over-ambitious and plan more activities than can be achieved in normal lessons. Most teachers plan lessons which have clear purpose. They make effective use of resources, particularly videos and presentations to engage students and create interesting learning environments.
- Teacher-student interactions are positive. Teachers use questions to probe students' understanding. Sometimes questions are restricted in scope and are focused on a select number of students who repeatedly answer, whilst others sit quietly and are not actively involved in lessons.
- Teachers' expectations are insufficiently demanding for specific groups of students, therefore students are not making adequate progress. Differentiation in the middle phase often takes the form of the same task at three levels, which fails to challenge higher ability students. Sometimes less able students fail to meet lesson objectives and their learning needs are not always met. In the secondary phase there is challenge and support for students taking external examinations
- Lessons are frequently teacher-led with few opportunities for students to develop independent learning skills. They are not consistently encouraged to think critically and there is little evidence to show that they are able to take responsibility for their own learning.

	KG	Primary	Middle	Secondary
Assessment	Good	Weak	Weak	Acceptable

- In the KG, teachers make frequent and accurate assessment of children's achievement against curricular standards. Effective systems to provide accurate measures of students' progress are lacking in the primary and middle phases. Processes are generally linked to the school's curriculum but they do not accurately reflect student learning. Nevertheless, in the secondary phase, assessments are beginning to be more focused and challenging.
- Student performance is compared to international benchmarks and the school is planning to make it mandatory for all students to take the International Benchmarking Test (IBT).
- Assessments are carried out as per CBSE requirements but the processes are inconsistent. Assessment information is not analysed by leaders to identify trends and patterns and individual student performance. Rigorous tracking of ability groups, progress over time, and the setting of targets for students is not common practice in the school.

- Teachers do not use assessment information to modify the curriculum. Lessons are not adapted to students' needs especially in the primary and middle phases. In the secondary phase strategies are beginning to be used to ensure that students' learning needs are met.
- Teachers' knowledge of specific needs of students is limited in the primary and middle phases. Support for their learning is inadequate and inconsistent. Teachers rarely communicate what students need to do to improve. As a result, students do not know their levels of success or understanding.

4. Curriculum

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

- The curriculum offered by the school provides for a balance of subjects and the development of knowledge and skills. It meets the requirements stipulated by CBSE. It is limited in terms of relevance and promoting students' understanding. In KG, the curriculum framework is adapted to promote children's personal and social development.
- There is adequate progression in key subjects as directed by the CBSE programme. This ensures a smooth transition of students from one phase to the next. The curriculum meets the needs of the majority of the students. However, the needs of students with SEND are not being met. The curriculum prepares students adequately for post-school study.
- The range of curricular options within the CBSE programme provides students in the secondary phase with ample choices to pursue their aspirations. In the primary and middle phases, there are few options available. The introduction of creative writing and drop-down reading in the middle phase this year has been well received by students but the impact of this initiative has not been evaluated.
- Cross-curricular links are more developed in the KG and in secondary phase. The links are appropriate, relevant and sometimes challenging. Often the cross-curricular links in primary and middle phases are additions to the lessons and are not relevant.
- The school conducts regular reviews of the curriculum to enrich its offerings and make it more relevant for students. This year some changes have been made in English, mathematics and science to align further the written curriculum to the requirements of the National Agenda. The curriculum meets the personal and social needs of most of the students.
 - The UAE social studies curriculum is taught across the school from KG to Grade 9. In KG, social studies is embedded into the curriculum. In other phases, social studies is taught as a discrete subject between 40 to 120 minutes each week. The content is taken directly from text books provided by the Ministry of Education (MoE). There are some cross-curricular links with Islamic education. Teaching focuses on students receiving information and does not encourage them

to develop independent thinking skills. Teachers assess students' understanding through written tests, projects and quizzes.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is not adapted sufficiently to meet the needs of all groups of students. While some differentiation is in place, for example in setting tasks for both high and low achievers, the content, challenge and teaching are rarely modified in lessons to address their needs. The classroom delivery of the curriculum is often limited to the study of textbooks. There is little modification that encourages students to be critical thinkers, inquirers, researcher or innovators.
- Opportunities are rarely available for students to engage in creative activities or use their entrepreneurial skills. There is a range of extra-curricular activities and community links, but these have a limited impact on improving students' academic development.
- The culture and heritage of the UAE is promoted and celebrated through curriculum programmes and the UAE social studies. Environmental related projects are taken up by students across the school but community service is open only to the senior students.

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

- The school ensures that all staff, parents and students are aware of its procedures for child protection. Members of the student council provide valuable support in promoting anti-bullying and cyber safety as well as reviewing policies.
- Robust systems are in place to ensure students' safety, including daily checks of the premises. Supervision of students around the school is good and transport arrangements are managed very effectively.
- The premises and equipment are well maintained. There are regular fire drills and very clear procedures are in place in the event of an emergency evacuation. Medical staff react swiftly to students' accidents and illness as well as closely monitoring their well-being and providing vaccinations. The medical centre is well equipped. Staff maintain detailed and accurate records.
- The learning environment is accessible for students with SEND and generally meets the needs of those in KG. Total shading of the main play areas gives effective protection from the sun. Drinking water is readily available.

- The school successfully promotes healthy living through, for example, campaigns on diabetes and the dangers of smoking. Staff regularly monitor students' snack boxes and offer guidance on a healthy diet. The canteen provides a selection healthy food.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable

- Behaviour is generally managed consistently well. It is especially strong with the older students who respond well to additional responsibilities such as being prefects and being given other duties. In KG, teachers and assistants show high levels of care and concern. Staff are very effective in supporting the many children who begin in KG with no English. They monitor children's academic and personal progress.
- The systems used in the school to encourage attendance are highly effective in promoting attendance and punctuality to lessons.
- The school admits students with a range of SEND. Although there is a register of students with SEND, it is unreliable in terms of identifying their specific needs. The school does not currently use the categories recognised by DSIB. Several students are on the register who have no barriers to their learning. The school is developing procedures to identify students who are gifted and talented.
- Due to the shortcomings in the identification of students with SEND, support is extremely limited and often ineffectual. There are few individual education plans (IEPs) and, where they exist, they are not used by teachers to adapt their teaching. Although it is not evident at an individual level, there is some limited adaptation of work to meet the needs of groups of students with different abilities.
- The school generally provides good personal care for students. Careers education is strong. From Grade 1, students are encouraged to think about future careers. A wide range of seminars are organised alongside a programme of visits to relevant exhibitions. The school has many links with universities, not only in the UAE and India but also further afield, such as Canada and UK.

Inclusion

Provision and outcomes for students with SEND

Weak

- The leader of this area has very recently taken up her post and has already identified where improvements are needed although there has not yet been time to implement any changes. There are plans in place to renew the identification processes with the aim of producing a more reliable register. The principal of the school has now taken responsibility and accountability at senior leadership level for the quality of provision for students with SEND.
- The identification of students with SEND is weak. There is a lack of clarity in the terms used by the school. Some students have been misidentified with regard to their educational needs. Currently there is one member of staff to cover SEND and the level of staffing does not meet the needs of all of its students with SEND.
- Generally parents are happy with the reports they receive from their children's class teachers and the school. They are satisfied with the level of communication and access they have with the special

educational needs co-ordinator. However they do not receive sufficient formal information to support their children's needs at home

- The curriculum is not effectively modified for students with SEND. There is no effective system in place for the writing and use of IEPs. This means that there is insufficient information available for teachers to use when planning their lessons. When individual teachers do modify their lesson plans, they are often not clear about what barriers exist or how to provide for each individual student. As a result these modifications are less successful than they could be
- Progress of students with SEND is generally in line with other students. However, due to the inaccuracy of the identification procedures and the lack of IEPs, the school is not able to monitor the progress of students with SEND against personal targets. The school has included on its register of SEND some students with no barriers to learning, for example those with mobility issues.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal's vision and direction focus appropriately on improving teaching and learning, developing teachers' professional skills, involving parents more actively as partners and empowering learners. The principal is receptive to parents' and students' views. He recognises students' areas for development as successful learners, derived from his understanding of the findings of international benchmarking assessment. The school's plans identify priorities for improvement aimed at supporting the school to meet UAE National Agenda education priorities. He is supported by his senior leadership team.
- The impact of the school's priorities is often constrained by the promoted staff's inconsistent professional understanding of how to plan and manage change. The school focuses appropriately on students' learning and personal development but in lessons this is limited to the orderly and hierarchical transfer of knowledge rather than encouraging enquiry and critical thinking.
- Relationships are professional although they are not always fully effective. Most staff are clear about their roles and responsibilities and know what is expected of them. Morale is positive and has improved since the arrival of the new principal.
- Leaders at all levels recognise that improvements can be made. Their capacity to lead such change is variable. However, this is often through lack of appropriate professional development rather than ability to lead the change. Across the leadership team there is not a consistently clear understanding of what effective classroom teaching and learning looks, sounds and feels like in order to develop critical thinking, enquiry and research skills.
- The pace and effectiveness of improvement actions has been inconsistent. The quality of teaching, students' learning skills, and attainment and progress is not yet benefiting consistently from the teachers' professional development undertaken since the last inspection. There remain weaknesses in teachers' understanding and use of assessment information to plan and modify lessons to meet the needs of all groups of students. The school is compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Weak ↓

- The school's self-evaluation processes include a continuous programme of classroom observations by the principal and senior leaders, input from different stakeholders and the analysis of student performance information. School leaders use the findings from these three evidence sources to plan improvements and identify priorities that include support for the UAE National Agenda. However, the analyses of observations, assessment information and the subsequent evaluation are unreliable. This results in most judgements in the school self-evaluation form being over-optimistic.
- School leaders are focusing on the monitoring of student achievement through teacher appraisal. However, this is often unreliable. The strengths and weaknesses identified are not reflected in the overall evaluations. As a result, the school had an overly generous view about how well teaching is improving.
- Under the guidance of the new principal, the school has developed an action plan based on the new direction and vision. The action plan contains appropriate priorities but does not include success criteria related to improving outcomes for students. Additionally, the planned actions do not relate to the identified priorities. As a consequence it is difficult for the school to measure success.
- There has been limited progress in addressing the recommendations of the previous inspection reports. This has been further limited by lack of access to appropriate professional development opportunities for teachers, in areas that are priorities for improving teaching, learning and assessment.

Partnerships with parents and the community

Good

- Parents comment that they find students' reports and parent consultation evenings helpful. There is scope to build further on this positive picture to provide parents and students with more information on what students need to do to improve their learning.
- The school has a positive and respectful relationship with the parents. New approaches introduced by the principal have engaged parents as partners in the life and work of the school. For example, parents appreciate the sharing of further assessment information, such as student scripts, so that they can understand more clearly how their children are progressing.
- The school communicates effectively with parents in a range of ways that parents find helpful and informative. This allows the parents to be kept informed about the progress of their children and other school activities and initiatives.
- The school organises a number of local social events and increasingly offers students competitive opportunities in a range of sporting and other activities. Internationally, those activities include a chess competition. There is an international exchange partnership with a school in Oman.

Governance

Acceptable ↓

- Governance includes representation from a range of stakeholders including the owners, teachers, parents and others from a range of academic bodies. The governing board, which includes the school's owner, considers the views of the school's stakeholders to improve their knowledge of the school.
- The governors know some of the school's strengths and weaknesses through visits to classes and discussions with the principal but they are not always made aware of the full information. They do not hold school leaders sufficiently accountable for the improvements required.
- The governors exert some influence on the school's leadership and direction. They have recently appointed a new principal with a clear vision and direction for the school. They continue to ensure that the school meets all statutory requirements.

Management, staffing, facilities and resources




Acceptable ↓

- The day-to-day running of the school is effective and procedures are in place that result in a calm and positive learning environment.
- There are suitably qualified staff employed in most positions. Teachers are deployed appropriately although there are insufficient Islamic education and Arabic teachers for the number of students. A significant number of the weaker teachers are deployed in the primary and middle phases. This is having a negative impact on student learning in these phases. There is some relevant school based professional development but this has not improved teaching throughout the school.
- The school facilities are of good quality. There are specialist rooms for music, information technology, physical education and science. Students with mobility issues access the rooms on the upper floors using a lift. Teachers and students make effective use of the display spaces to enhance the learning environment.
- The learning resources, including the new textbooks, practical materials and learning spaces, are sufficient to support adequate teaching and learning.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the 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	
 Parents*	2016-2017	574
	2015-2016	235
 Teachers	25	
 Students	157	

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

- Almost all parents and a large majority of students are positive about the quality of education that the school provides.
- All of the parents who responded to the survey think that their children enjoy school. They feel that their children are safe at school and on school transport. Most feel that bullying is rare and, when there are instances, it is handled well by the school. The large majority of the students also hold similar views.
- A large majority of the students feel the school is well-led, that their teachers are skilled and well-qualified and know students' strengths and weaknesses.
- Almost all parents think that the school keeps them well-informed about their children's progress. A large majority of the students think that their teachers' marking and written comments about their work support their learning.
- All teachers feel that almost all aspects of the school are positive. A few teachers have reservations about how the school deals with bullying and the usefulness of the professional development provided for them.

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