

INSPECTION REPORT

Delhi Private School Dubai

Report published in January 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Delhi Private School Dubai

Location	Jebel Ali
Type of school	Private
Website	www.dpsdubai.com
Telephone	04-8821848
Address	PO Box 38321, Dubai
Principal	Mrs. Rashmi Nandkeolyar
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Kindergarten 1 to Grade 12
Attendance	Outstanding
Number of students on roll	3,274
Students' nationalities	Indian
Number of Emirati students	0
Date of the inspection	14th to 18th October 2012

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The context of the school

The Delhi Private School is located in Jebel Ali Gardens. It opened in April 2003. It provides an education for boys and girls from Kindergarten to Grade 12, ages three to 18 years.

The school follows an Indian curriculum and students complete the CBSE examinations in Grades 10 and 12. Around 99 per cent of the students were Indian nationals with five other nationalities represented in the remaining one per cent.

At the time of the inspection there were 3,274 students on the roll. There were 253 teachers working full time, plus the Principal. In the Kindergarten, each class had two qualified teachers. The main teachers in Grade 1 were supported by teaching assistants. Almost all teachers in the school had appropriate teaching qualifications. Students were grouped into 124 classes. Of these, 20 were in the Kindergarten and the other 104 were from Grade 1 through to Grade 12. At the time of the inspection, 87 teachers had been newly appointed over the previous year.

Overall school performance 2012-2013

Good

Key strengths

- Outstanding attainment of students in English, mathematics and science by the secondary phase;
- The outstanding behaviour of students, their positive relationships with all staff and the excellent caring ethos of the school coupled with the promotion of healthy lifestyles;
- High quality and effective assessment processes which provided a detailed profile of students' attainment and progress;
- The rich, vibrant and balanced curriculum that prepared students for life in the global community;
- The vision and leadership of the Principal and her management team which ensured high quality educational provision and outcomes.

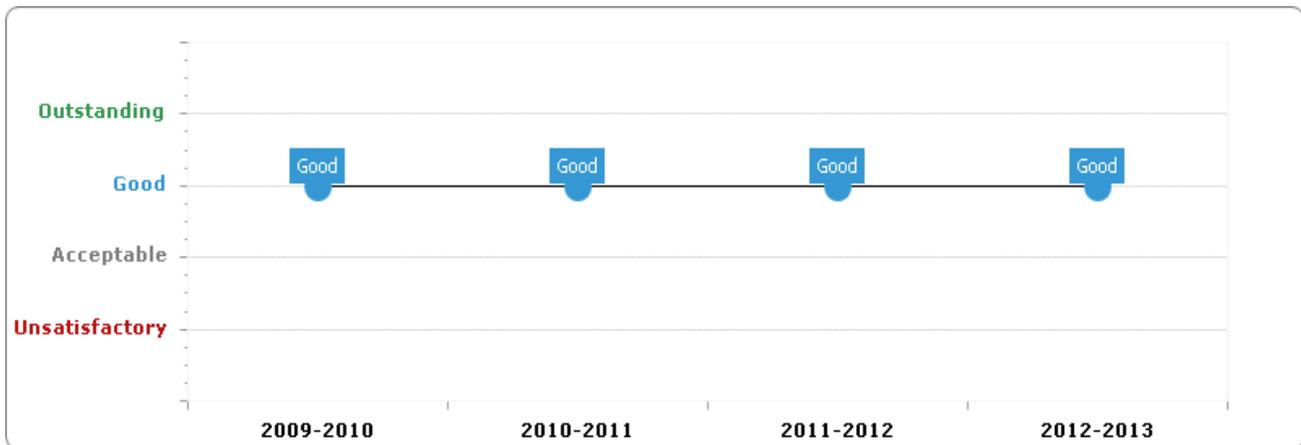
Recommendations

- Further improve attainment and progress in Islamic Education and in Arabic as an additional language;
- Continue to develop high quality teaching and learning in the Kindergarten, and the primary and middle phases of the school;
- Address the safety concerns regarding emergency evacuation drills and assembly points;
- Ensure that students with additional learning needs are identified at an early stage and are provided with adequate provision to meet their needs.

Progress since the last inspection

- The school had put in place a range of initiatives, which were beginning to improve attainment and progress in Islamic Education;
- Whilst the school had appointed new staff and had raised aspects of attainment and progress of students in Arabic as an additional language, there was still significant work to be undertaken to improve the quality of teaching to match the standards observed in other subject areas;
- Staff development had resulted in improvements in the quality of teaching in the lower part of the primary phase;
- The quality of in-class support for students with special educational needs had improved. However, more work was required.
- The school was now fully compliant with Ministry of Education regulations regarding the time allocated to Islamic Education and Arabic as an additional language.

Trend of overall performance



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

	KG	Primary	Middle	Secondary
Islamic Education				
Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
Progress	Not Applicable	Good	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	Unsatisfactory	Unsatisfactory
Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
English				
Attainment	Good	Good	Good	Outstanding
Progress	Good	Good	Good	Outstanding
Mathematics				
Attainment	Good	Good	Good	Outstanding
Progress	Good	Good	Good	Outstanding
Science				
Attainment	Good	Good	Good	Outstanding
Progress	Good	Good	Good	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Attitudes and behaviour	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good
Quality of students' learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

[Read paragraph](#)

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

	KG	Primary	Middle	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Good	Good	Good	Good

[Read paragraph](#)

How good are the leadership and management of the school?

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

[Read paragraph](#)

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

Attainment in English language, mathematics and science in all phases was good or outstanding. It was acceptable in Islamic Education and ranged from unsatisfactory to acceptable in Arabic as an additional language. In Islamic Education, students memorised chapters of The Holy Qur'an, they knew Fiqh law and Seerah of Prophet Mohammad (PBUH) such as Haijra, and they could apply Islamic concepts and principles to real life applications. Their attainment in Islamic etiquettes, morals and values were the least well developed. Most students listened well in Arabic as an additional language and were able to follow basic instructions particularly in primary. Writing skills were not well developed and only a few older students were able to use the language to communicate. In English, most students had very good speaking and listening skills. Most could express their opinions clearly and could provide reasons for holding those views. Some primary students struggled with extended writing as they had not developed a sufficiently broad vocabulary in class. By the end of Grade 12, almost all students demonstrated a strong grasp of grammar and a wide and expressive vocabulary in creative and extended writing for different purposes. Children in the Kindergarten were confident in using mathematical terms such as 'plus' and 'equals' whilst those at the secondary phase were skilled in finding solutions to complex problems. At all phases in science, students developed good skills in conducting experiments and predicting results.

Progress in English language, mathematics and science was good or outstanding across all phases. It was good or acceptable in Islamic Education and ranged from unsatisfactory to acceptable in Arabic as an additional language. In Islamic Education, Qur'an recitation and Fiqh laws were developing skills. Students in the middle and secondary phases understood how Islamic values and practice were implemented in daily life. In Arabic as an additional language, progress in middle and secondary was unsatisfactory in almost all aspects of language development with the exception of students' listening skills. In English, mathematics and science progress was good at Kindergarten, primary and the middle phases and outstanding in the secondary phase. In English, writing in the middle and secondary phases was well structured and demonstrated increasingly sophisticated writing conventions. In mathematics, students made good progress because they were given opportunities to consider different solutions to complex mathematical problems. In science in the Foundation Stage and primary phase, students were able to talk about growing plants, they could identify similarities and differences and explain how some things worked. Students with special educational needs made acceptable progress.

[View judgements](#)

How good is the students' personal and social development?

Student's attitudes and behaviour were outstanding in all four phases. Kindergarten children had sensible attitudes and were generally self-reliant. Children were considerate and demonstrated kindness and friendship towards their classmates. In all other phases, relationships with other students and staff were respectful and cordial. Students demonstrated positive attitudes and took part in activities which promoted healthy living. Attendance was outstanding. Almost all students arrived punctually to lessons. Students' understanding of the importance of Islamic values and their local, culture and global awareness were good in Kindergarten and outstanding in all other phases. Students identified and explained local traditions of the UAE and its heritage. They were able to identify the features that had changed over time. They could describe and compare different cultures and were able to identify some of their elements. Community and environmental responsibility was outstanding in all phases. In Kindergarten, most children followed routines to take care of their own clothes and food, as well as school materials. Children readily sought the help of adults when they encountered difficulties. They occasionally suggested activities they could undertake around the school such as litter collection. Older students were responsible when carrying out assigned duties in and outside their class. They participated actively in practical projects and activities. Students actively engaged in environmental activities and projects both in and outside school such as 'adopt a plant' project. They promoted an anti-bullying campaign in the school and in local malls. In the middle and secondary phases, students were aware of the personal work requirements needed to achieve their academic and career goals. Students showed an in-depth understanding of environmental sustainability.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was good overall with some examples of very effective teaching seen in all phases of the school. The positive rapport and friendly relationship between teachers and students ensured a productive learning environment in most classes. Teachers showed good subject knowledge and used this to plan and promote learning through effective questioning. However, in some lessons, teachers did not allow students sufficient time to develop their responses before moving onto the next teaching point. Lessons were well planned and the learning objectives were clear although a summary of the learning outcomes was often not covered in sufficient detail. Teachers had high expectations of students' achievement and rigorously monitored progress through the maintenance of individual students' profiles. In the best lessons, there was challenge, pace and opportunities for independent learning. However, in lessons which were predominantly directed towards the whole class, students were too passive in their learning and this resulted in the pace of the lesson being severely impeded. Extensive resources were used well to promote interest, stimulate ideas and effectively provide for different levels of ability in classes. Teachers' planning

accommodated the different learning styles of children in the Kindergarten but this did not always meet the needs of students with special educational needs. There were particular strengths in the teaching of science, mathematics and English but Arabic teaching needed improvement.

The quality of students' learning was good. Students were keen and interested in their lessons. These positive attitudes were reflected in their attentiveness and concentration in activities and tasks. Children in the Kindergarten made very good progress because teachers showed a good awareness of how children learn. The setting of individual targets was a strong feature of the school. It enabled students to monitor their own progress. Students showed increasing skills as learners, especially the oldest students who took responsibility for their own learning in preparing for debates and research-based projects. However, in Arabic, there were insufficient opportunities for students to practise speaking. Students supported each other well and collaborated effectively in group activities which were a feature of many lessons. When given the opportunity, students showed high levels of creativity in producing projects which had cross-curricular themes. In Islamic Education, there were limited opportunities for the development of critical thinking skills.

The overall quality of assessment systems and their use in the school was good. Procedures for recording attainment and monitoring progress were extensive and detailed. This process provided a comprehensive profile for individual students to be effectively compiled. A particularly strong feature was the benchmarking of proficiency and achievement at important stages such as students' entry to the school and transitions from one phase to another. The subsequent extensive tracking process enabled the school to ensure that students continued to make higher than expected progress in many cases. Students were actively supported in determining personal academic targets and positively engaged in a productive self-assessment process. The comprehensive accumulation of assessment data was the basis of informative progress reports for parents. Teachers had a good knowledge of the strengths and weaknesses of their students through formal assessment processes. This information was complemented by the recording of anecdotal evidence about students in a designated notebook. In project work, the ongoing assessment of students was effectively completed through the use of guidelines which were made available to students. In almost all instances, the marking of students' work was routinely completed and supplemented through the use of supportive comments to indicate how students might improve their work.

[View judgements](#)

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

The curriculum had a clear rationale and was broad and balanced. The school followed the Indian CBSE Board curriculum and prepared students for Board examinations. CBSE-i was being followed in Grades 1 to 3. Transition arrangements were in place and ensured a smooth transition between different phases. Extra-curricular activities included music, dance, art, physical education and club activities with participation of all students. The curriculum was reviewed annually by the department heads and appropriate modifications made to meet the learning needs of most students. For example, the school had increased the duration of lessons to 40 minutes to maximise learning time. Benchmarks were set for all grades through PACT (agreements between student, parents and teacher) and provided good challenge. Opportunities for independent learning, research and critical thinking were mainly provided in the secondary phase. Effective cross-curricular links were established with parents who volunteered time. The plentiful links with the wider community included participation in a range of charities and environment activities.

[View judgements](#)

How well does the school protect and support students?

The health and safety arrangements in the school were mainly good. Almost all areas of learning were monitored regularly, repaired as appropriate and, therefore, well maintained. The equipment especially in all the science laboratories was safe. Students were well supervised in all areas of the school. The school had two clinics with two doctors, three nurses and two support staff. All medical records were updated with dates of review and security checks. The students calculated their own body mass index based on their height and weight. Students were well involved in the promotion of healthy life, including the spreading of awareness of breast cancer and cervical cancer, and the participation of girls in the 'think pink' campaign. The student council was involved in deciding the healthy menu for the canteen. A majority of the staff and students were aware of the child protection policy. The arrangements for the safe evacuation of students from the school in the event of an emergency required immediate review.

The quality of support was good. Staff-student relationships were very positive and respectful. Staff managed behaviour very effectively. The procedures for monitoring and promoting the attendance and punctuality of students were effective and rigorous. The well-being and personal development of students were closely monitored and reported regularly to parents. Career guidance included visits by speakers from universities, 1 to 1 guidance for students and opportunities such as visits to career fairs and to universities.

[View judgements](#)

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

The school had appropriate systems to identify students with special educational needs. Procedures to assess individual learning needs and set specific targets for improvement across all the categories of special needs were at an early stage of development. In-class and withdrawal from lessons provided adequate support and enabled most students to make acceptable progress. Support for students identified with potential additional needs or barriers to learning was too limited. Consequently, such students made slow progress. However, there was a good range of enrichment opportunities for gifted and talented students.

How good are the leadership and management of the school?

The overall quality of leadership was good. The Principal inspired staff and students, and played a pivotal role in embedding ambition and driving improvement. Senior staff shared a common determination to ensure the best possible outcomes for students' academic achievement and personal development. Distributed leadership ensured they were empowered to think imaginatively and offer ideas. However, subject leadership was not fully effective or consistent despite support from the senior management and this had slowed some aspects of attainment and progress. Overall, the school demonstrated a very good capacity to improve.

Self-evaluation and improvement planning were good. The senior management team's systematic self-evaluation progresses were firmly embedded in the school's improvement planning. The school knew itself well at all levels and key priorities were clearly identified. Classroom practice was regularly evaluated and teachers benefited from a good professional development programme. However, despite the best efforts of senior management, the high turnover of staff meant that there was still some way to go before all teachers understood what constituted good teaching and learning. Improvement plans were positive and they were appropriate. The school had made good progress in tackling most of the recommendations from the last report but still required work to be carried out with regard to Arabic as an additional language.

Partnerships with parents and the community were outstanding. Almost all parents were supportive of the school. Regular reports on students' learning provided parents with clear information about the progress of their children. Parents said that the school dealt with concerns and complaints promptly. The open door policy adopted by the Principal and the Headteacher ensured that parents felt welcome in the school and assured of a quick response to any pastoral or academic matters.

The quality of governance was outstanding. The school's governing body was well established and experienced, and demonstrated a clear focus on high achievement and improvement. Governance offered focused support and advice, and also held the school to account. The governing body had clearly influenced actions taken by the school to address the recommendations from the previous report.

The management of staffing, facilities and resources was good. Whilst the school had made strenuous efforts to improve staffing in Arabic, there was still scope for improvement. The school's facilities provided a good learning environment for students. Students benefitted from excellent sporting facilities. The information and communications technology facilities and library resources were of a high standard. Students now used them more effectively to undertake independent learning and research work. Library resources for Arabic were now good. The buildings and equipment were maintained to a high standard and provided a safe and pleasant learning environment.

[View judgements](#)

What are the views of parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	774	33%
	Last year	720	37%
Teachers	189		75%
Students	269		81%

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

A third of parents responded to the survey. Most teachers and eligible students responded. Whilst all of the parents interviewed during the inspection were very positive about the school, a number of those who responded to the survey had concerns. These ranged from the heavy weight of school bags that the students were expected to carry, to concerns about the constant change of teachers in the school which affected their child's learning. The length of the school day for Kindergarten children was a recurring concern and the fact that parents' meetings were usually held during the school day meant that many working parents were not able to attend and could not therefore be sufficiently involved in decision-making. However, all parents interviewed valued the good day-to-day communications with the school and the fact that they knew what their child was learning from the school website and newsletters. Most parents who responded to the survey believed that the school was well led and almost all said that their child enjoyed school. Students and teachers who responded to the survey held positive views about the full range of school provision.

What happens next?

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

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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

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