

Inspection Report



Delhi Private School

2014-2015



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

www.khda.gov.ae



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School information



General information

| | |
|-------------------------|--|
| Location | Jebel Ali |
| Type of school | Private |
| Opening year of school | 2004 |
| Website | www.dpsdubai.com |
| Telephone | 04-8821848 |
| Address | P.O Box 38321 Dubai |
| Principal | Mrs Rashmi Nandkeolyar |
| Language of instruction | English |
| Inspection dates | 13 th – 16 th October 2014 |



Students

| | |
|---------------------------------------|----------------|
| Gender of students | Boys and Girls |
| Age range | 3-17 |
| Grades or year groups | KG1 - Grade12 |
| Number of students on roll | 3576 |
| Number of children in Pre-K | 0 |
| Number of Emirati students | 0 |
| Number of students with SEN | 78 |
| Largest nationality group of students | Indian |



Teachers / Support staff

| | |
|---------------------------------------|--------|
| Number of teachers | 274 |
| Largest nationality group of teachers | Indian |
| Number of teacher assistants | 24 |
| Teacher-student ratio | 1:13 |
| Number of guidance counsellors | 8 |
| Teacher turnover | 18% |



Curriculum

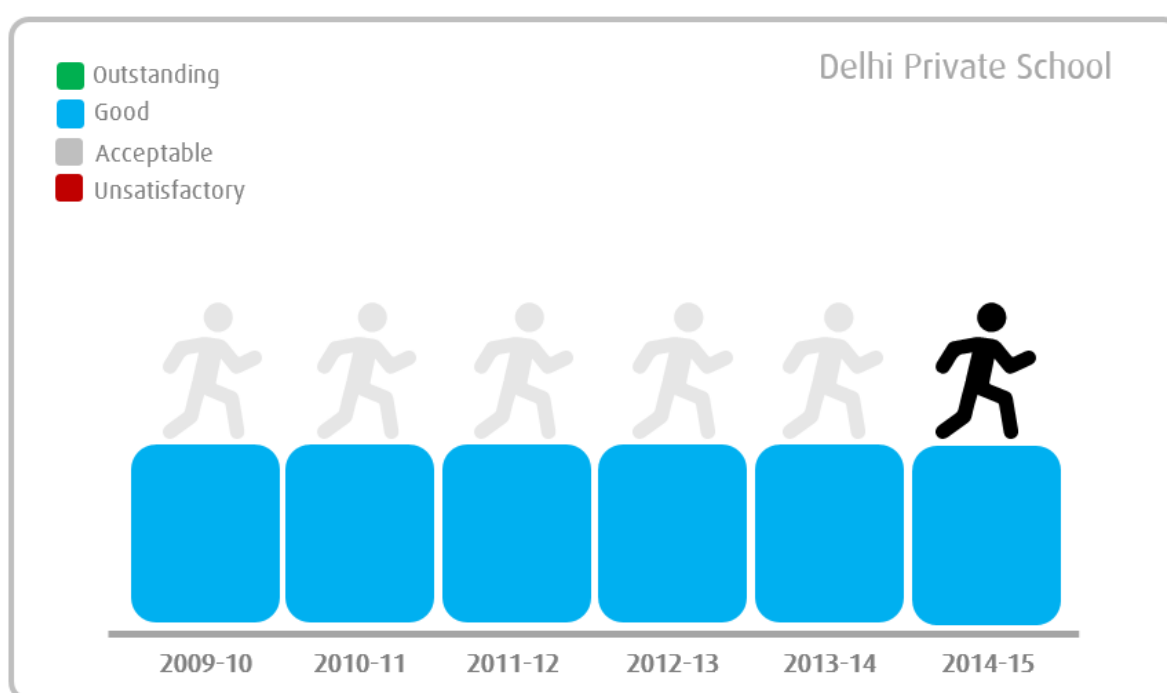
| | |
|----------------------------------|-----------------------|
| Educational Permit | Indian |
| Main Curriculum / Other | CBSE |
| Standardised tests / board exams | CBSE; IBT; SAT; SAT 2 |
| Accreditation | Indian |



Dear Parents,

Delhi Private School was inspected by DSIB from 13th–16th 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

- Students' Attainment in English, mathematics and science was mainly outstanding.
- Students' attitudes to learning were outstanding and students and staff showed courtesy and respect towards people from other cultures.
- Health and safety arrangements were outstanding.
- School leaders at all levels showed commitment, vision and a strong sense of purpose.
- The parent body was highly supportive, committed and involved in the school.

Areas for improvement

- The school should improve students' attainment and progress in Arabic as an additional language.
- Teaching in the Primary and Middle phases required improvement to meet the needs of all students' by providing more challenging activities.
- In the Kindergarten, the balance between adult directed and child selected activities needs to be improved to further develop children's learning skills.
- School procedures for self-evaluation should include a rigorous review of school policies.
- The use and organisation of teaching and learning resources should be further developed, particularly in the Kindergarten, to enhance students' learning experiences.

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 Delhi Private School



How well does the school perform overall?

Overall, Delhi Private School provided a **Good** quality of education for its students.

- Students' attainment and progress in English, mathematics and science were good or better. Students' progress in Arabic as an additional language was improving in the middle and secondary phases. Students' progress in Islamic education in the middle phase of the school had also improved.
- Students showed great respect for teachers, visitors, and each other. They collaborated positively with each other at all times. Students had an excellent work ethic and remained focused and attentive throughout their learning.
- Most teachers had good subject knowledge, particularly in the upper grades where specialist teaching was very effective. Sometimes the level of challenge was too low, particularly, for the most able students.
- The curriculum offered students an excellent range of learning experiences.
- Students felt safe and had free access to teachers and other professionals in the school who could help them if they needed support.
- Leadership was very effective and leaders at all levels were committed to continually improving the school.



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

- School leaders were committed to providing high quality support for students with special educational needs.
- The school was proudly inclusive and provision for special educational needs was good. Procedures for identifying and planning for students' needs were outstanding.
- There were highly effective communications between the school and parents, including keeping parents well informed about their children's progress.
- Parents were closely involved in the design of their children's educational plans and this was a key element in the quality of support for students with special educational needs.
- In the better lessons, the curriculum was adapted to meet the needs of students with special educational needs, leading to good progress in their personal development.

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

| | | KG | Primary | Middle | Secondary |
|---|------------|----------------|----------------|----------------|----------------|
|  Islamic Education | Attainment | Not Applicable | Good ↑ | Acceptable | Acceptable |
| | Progress | Not Applicable | Good | Good ↑ | 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 | Acceptable ↑ | Acceptable ↑ |
|  English | Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding | Outstanding | Outstanding |
|  Mathematics | Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| | Progress | Outstanding | Good | Outstanding ↑ | Outstanding |
|  Science | Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding ↑ | Good | Outstanding |
| | | KG | Primary | Middle | Secondary |
| Learning skills | | Good | Good | Good | Outstanding |

↑ Improved from last inspection

↓ Declined from last inspection

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

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





3. How good are teaching and assessment?

| | KG | Primary | Middle | Secondary |
|---------------------------------|-------------|---------|--------|-------------|
| Teaching for effective learning | Outstanding | Good | Good | Outstanding |
| Assessment | Good | Good | Good | Good |

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

| | KG | Primary | Middle | Secondary |
|--|-------------|-------------|-------------|-------------|
| Curriculum quality | Outstanding | Outstanding | Outstanding | Outstanding |
| Curriculum design to meet the individual needs of students | Good | Good | Good | Good |

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

| | KG | Primary | Middle | Secondary |
|--------------------|---|--|---|---|
| Health and safety | Outstanding  | Outstanding  | Outstanding  | Outstanding  |
| Quality of support | Good | Good | Good | Good |

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

| | All phases |
|--|-------------|
| The effectiveness of leadership | Outstanding |
| Self-evaluation and improvement planning | Good |
| Parents and the community | Outstanding |
| Governance | Outstanding |
| Management, staffing, facilities and resources | Good |



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Students' attainment in English, mathematics and science was mainly outstanding.
- Students had outstanding attitudes to learning and students and staff showed courtesy, respect and empathy towards people from other cultures.
- Students showed appreciation, knowledge and understanding of the heritage, values, and aspirations of the people of the United Arab Emirates.
- Health and safety arrangements were outstanding.
- School leaders at all levels showed commitment, vision and a strong sense of purpose.
- The parent body was highly supportive, committed and involved in the school.

Changes since the last inspection

- The CBSE-I curriculum followed from Grade 1 to Grade 4 was introduced into Grade 5.
- SMART and differentiated learning objectives were introduced across the school.
- A co-educational learning model was put in place for Grades 5 to 12.
- 'Flip' and 'Blended' classes were introduced to promote innovation in learning and teaching.
- The school had introduced a cyber-safety protocol and digital citizenship into the curriculum.
- Daily early morning assembly 'Radio Shows' were conducted by students.

Recommendations

- Improve students' attainment and progress in Arabic as an additional language.
- Improve teaching and learning in the primary and middle phases so that all students' needs are met.
- Develop appropriate balance between adult-directed and child-selected activities in the Kindergarten in order to develop children's learning skills.
- Improve school procedures for self-evaluation including a rigorous review of school policies within an agreed time frame.
- Further develop the use and organisation of teaching and learning resources, particularly in the Kindergarten, to enhance students' learning experiences.



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 | Outstanding | Outstanding |
| Science | Outstanding | Outstanding |

- By the end of Kindergarten, children showed a strong grasp of early phonics and could read simple words or short stories with picture cues. They could form accurate letters and write short sentences. Their speaking and listening skills were well-developed for their age and experience. From a very modest level on entry, children made outstanding progress and showed rapid development in their basic literacy skills. They quickly developed the confidence to express their thoughts and made strong progress in listening for information
- In mathematics, children could count, were developing a sound understanding of the value of number and could identify numerals to ten and some beyond. However, there were not many experiences for children to solve simple problems in everyday circumstances.
- In science, most children were able to make accurate observations about living things. They investigated which substances could dissolve in water. Most accurately describe what they saw.

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 | Outstanding | Outstanding |
| Mathematics | Outstanding | Good |
| Science | Outstanding | Outstanding ↑ |

- Most students showed a good understanding of Islamic vocabulary used during lessons, for example, Halal and Haram, as related to food. They were also able to list the Islamic manners Muslims observe before and after taking food. Most students understood the role of Holy Qur'an in Muslim lives and the need to memorise some chapters. They made good progress in improving their recitation skill of the Holy Qur'an.
- Most students in Arabic as an additional language were able to memorise and present a short spoken text, read and understand a range of familiar written phrases. They could pronounce them accurately on most attempts. However, their writing skills were comparatively underdeveloped.

- In English, students made outstanding progress in expanding their literary skills, as they extended their reading vocabulary, increased the accuracy and extent of their writing, and polished their ability to speak with confidence and clarity to an audience.
- In mathematics, students had a secure knowledge of number and quantity and their use. They were skilful at tasks involving shape and space. However, in a few lessons, opportunities to develop problem solving skills were limited.
- Older primary students could apply their mathematics skills in science to calculate the nutritional value of foods to see if they were receiving the recommended daily amounts. Students made better progress when they had time to reflect when questioned on issues such as the importance of healthy eating.

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

- In Islamic education, most students demonstrated age-appropriate understanding of the requirements to perform 'Salat ul-Musafer' praying during travel and which prayers could be combined. Most students made good progress in understanding and linking concepts learned during the lesson to their own daily lives.
- In Arabic as an additional language, few students were able to answer simple Arabic questions. Teachers used picture cues in order to support students' understanding. Reading and identifying Arabic text was underdeveloped and writing skills were confined to copying from the board and the textbook.
- In English, students demonstrated strong comprehension of texts and effective analysis of poetry and prose, by the end of the Middle phase. Most could write with fluency and accuracy and they readily used an expansive vocabulary in both their writing and speaking. Students' progress in lessons was outstanding in the area of speaking and listening. Regular challenges enabled students to develop the confidence to address their peers with well-expressed views. Students' written work showed an increasing maturity in style and content.
- In mathematics, students could interpret, discuss and synthesise information presented in a variety of forms. Most students could understand and use equivalences between fractions, decimals and percentages and calculate using ratios in appropriate situations.
- In science, older middle phase students could describe the physical differences between metals and non-metals – for example, malleability – but a few younger students were unsure of their magnetic properties.

| Secondary | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic Education | Acceptable | Acceptable |
| Arabic as a First Language | Not Applicable | Not Applicable |
| Arabic as an Additional Language | Unsatisfactory | Acceptable ↑ |
| English | Outstanding | Outstanding |
| Mathematics | Outstanding | Outstanding |
| Science | Outstanding | Outstanding |

- In Islamic education, most students demonstrated age-appropriate understanding of Islamic concepts such as the Islamic view of gambling. Most students made acceptable progress and were able to explain some Islamic terminologies as part of their lesson such as 'back-biting', 'gossip', and 'accusation'. However, only a few students could link these concepts to the development of a good and healthy society.
- In Arabic as an additional language, most students demonstrated acceptable listening skills in familiar contexts, but poor conversational and writing skills. Most students were able to read Arabic text but few understood what they read.
- In English, most students were accomplished speakers, could write fluently and read complex texts with a depth of understanding and sensitivity to content. Through collaborative discussions students were able to progress well and become highly adept and confident speakers. Reading and writing skills had been refined and reflected the outstanding progress made in using analytical and creative language skills.
- Students demonstrated mathematical skills above those typically found for their age. An example of this was their use of trigonometric functions and manipulation of algebraic formulae. Almost all students could identify the first five terms of a sequence and had above expected levels of understanding and knowledge about arithmetic progression. Almost all students made outstanding progress in applying their knowledge of matrices to solve everyday problems and could use their skills in identifying sequences and series to solve problems.
- Students applied their scientific knowledge to research, such as the effect of temperature and baking time on anti-oxidants in foods like pizza, but some had underdeveloped practical skills in handling basic equipment and making accurate measurements. Students made outstanding progress when they applied high level thinking skills in group presentations and during challenging tasks.

| | KG | Primary | Middle | Secondary |
|---|------|---------|--------|-------------|
| Learning skills | Good | Good | Good | Outstanding |
| <ul style="list-style-type: none"> Students demonstrated increased responsibility for their own learning as they progressed throughout the school so that by Grade 12 they could work effectively and independently on their personal research in different subjects. Students achieved very high scores on external international benchmark tests that assessed their reasoning and applying skills. Students' interactions with each other were good from Grade 1 upwards. Students routinely co-operated with each other well, sometimes sharing limited resources fairly, although this was a weak feature in the Kindergarten where the management and organisation of activities did not always allow for such collaboration. In most phases of the school, students could demonstrate the application of their learning to the real world. Apart from the secondary phase, students had limited autonomy in making choices about learning activities and this was particularly notable in Kindergarten where at times there was an imbalance between adult-directed and child-selected activities. | | | | |

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

| | KG | Primary | Middle | Secondary |
|--|-------------|-------------|-------------|-------------|
| Personal responsibility | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Students' attitudes to school, their self-discipline and relationships were outstanding and greatly enhanced their experiences of school life. Students demonstrated outstanding learning behaviours, and were courteous and pleasant towards each other as well as to guests in the school. Most students demonstrated a positive attitude towards healthy living and making healthy choices, including nutritious food and daily exercises. Students were punctual in attending classes and their attendance was outstanding. | | | | |

| | KG | Primary | Middle | Secondary |
|---|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Students demonstrated an excellent understanding of Islamic values, and Arabic culture, traditions, customs and food. The school reinforced and celebrated this through school assemblies and displays. They showed respect for the Emirati people and UAE culture and celebrated both the UAE National Day and Eids. Students were aware of the multi-cultural diversity of Dubai and they showed an excellent appreciation for its culture and heritage. They were able to explain how Dubai was transformed from a desert into a beautiful city with greenery. | | | | |

| | KG | Primary | Middle | Secondary |
|--|-------------|-------------|-------------|-------------|
| Community and environmental responsibility | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Students demonstrated their significant impact on school life and regularly had a voice in decisions about the school. For example, they played an active role in planning, scripting and putting on school assemblies and were greatly involved in community service. They regularly worked on multi-disciplinary projects and undertook field trips. Students were aware of the economic growth of Dubai and expressed that the EXPO 2020 would boost the country's economy. They readily engaged in charity work for the Al Noor Centre and floods in Kashmir. Students also actively participated in environment related activities like the beach 'clean up' drives, can collection and the newspaper collection drive for the Emirates Environmental Group. Recently the school took the decision of becoming the first 'no plastics' school, demonstrating their awareness of and commitment to environmental sustainability. | | | | |

3. How good are teaching and assessment?

| | KG | Primary | Middle | Secondary |
|--|-------------|---------|--------|-------------|
| Teaching for effective learning | Outstanding | Good | Good | Outstanding |
| <ul style="list-style-type: none"> Most teachers knew their subjects well and planned interesting and engaging activities for most of their students. Teaching in Arabic remained less effective overall than in other subjects as a result of inconsistencies in both the levels of challenge offered and in teachers' knowledge about how students learn. The majority of lessons made good use of students' excellent work ethic by demanding a lot of participation from them and on occasions requiring extensive independent preparation. Most teachers planned tasks which provided at least three levels of difficulty in an effort to offer appropriate challenge for students of different abilities. This promoted at least good progress in most lessons, but some activities were not always pitched high enough to challenge the most able students. Where progress was outstanding, teachers created opportunities for students, individually and in groups, to reflect and think critically about real life problems or challenges and to offer their solutions and ideas. | | | | |

| | KG | Primary | Middle | Secondary |
|---|------|---------|--------|-----------|
| Assessment | Good | Good | Good | Good |
| <ul style="list-style-type: none"> The school had a wide ranging programme of formative and summative assessments which gave teachers an accurate understanding of their students' strengths and weaknesses. In Kindergarten, the children's work portfolios provided secure evidence of their progress and skills development. International test results were thoroughly analysed and action was taken to modify the curriculum and teaching resources to address any issues relating to variations in students' performance. | | | | |

- Assessment information was used by teachers to group students in lessons. This contributed to enabling most students to make at least good progress in their learning. However, teachers' tracking of students with special educational needs was inconsistent and at times this impacted on their progress.
- There were some inconsistencies between subjects and classes in the effectiveness of teachers' marking, and their accuracy in matching work they assessed to levels of attainment. Most students knew how well they were doing in their key subjects and could contribute to setting and reviewing their own learning targets, particularly in English.

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

| | KG | Primary | Middle | Secondary |
|---------------------------|-------------|-------------|-------------|-------------|
| Curriculum quality | Outstanding | Outstanding | Outstanding | Outstanding |

- The curriculum promoted challenge and enjoyment for almost all students and included a range of physical and practical experiences at all ages to strengthen their knowledge and skills development.
- Comprehensive planning ensured continuity in learning and this prepared students for their next stages of learning and development.
- The school offered well-rounded education provision with enrichment activities which enhanced opportunities for students' to learn.
- The improvements in planning for cross-curricular links had promoted more students' independent learning, research and critical thinking in the majority of lessons.
- Regular curriculum reviews took account of the views of stakeholders and staff focused on developing the range and quality of subjects and activities offered to further enhance students' academic and personal development outcomes.

| | KG | Primary | Middle | Secondary |
|---|------|---------|--------|-----------|
| Curriculum design to meet the individual needs of students | Good | Good | Good | Good |

- The curriculum was planned to meet the learning needs of most groups of students, particularly those with special educational needs. Flexibility and innovation had been introduced into curriculum planning and was enabling some students to learn in their own ways and at their own speeds.
- A variety of curriculum provision was in place both inside and outside of the classroom environment, and there were wide curriculum choices and extra-curricular activities available to students which enhanced students' learning and development in relation to their interests.
- There were no Arab children in the Kindergarten.

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

| | KG | Primary | Middle | Secondary |
|--|---------------|---------------|---------------|---------------|
| Health and safety | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| <ul style="list-style-type: none"> Students experienced a safe, hygienic and secure learning environment and were well supervised at all times during school hours. A clearly articulated child protection policy was effectively shared with all stakeholders. School initiatives, some of which were student-led, aimed to raise students' awareness of cyber safety and equip them with the knowledge necessary to protect themselves from cyber-bullying and other potential risks of using the Internet. Medical staff carried out routine checks and kept detailed records. Medication was kept safe and only administered by medical staff. Accurate records of emergency evacuation drills were maintained. The premises and facilities were well suited to the educational needs of students, including those with special educational needs. However, some modifications of furniture were necessary to ensure better access for disabled students. School leaders and staff developed a strong culture of healthy living and promoted this consistently across the entire community. | | | | |

| | KG | Primary | Middle | Secondary |
|--|------|---------|--------|-----------|
| Quality of support | Good | Good | Good | Good |
| <ul style="list-style-type: none"> All staff-student relationships were based on mutual respect, marked by open communications between all members of the school community. There were very effective systems, policies and procedures in place to manage and track student attendance, absences and punctuality. The school had developed effective systems for the identification of students with special educational needs, including base line testing and screening on entry to the school and at regular intervals. The special educational needs team effectively coordinated the in-class support required for students with special educational needs, and they worked with subject leaders and class teachers to support their planning for different learning needs. A team of counsellors was available to assist and support students, helping to monitor and develop students' self-esteem, well-being and life skills. This team consulted with the students to seek their views about support provided to them, through the use of questionnaires, suggestion boxes and on-line surveys. | | | | |

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 |
| <ul style="list-style-type: none"> The special educational needs coordinator had prioritised and demonstrated a high level of commitment to improving educational outcomes by placing greater emphasis on recruiting well trained specialists and ensuring their continued professional development. A number of base line assessments and screening tests were administered when children joined the school to ensure accurate identification of needs. Curriculum modification formed an important part of the school's inclusion policy. Parents interviewed were appreciative that they were involved in the creation and on-going monitoring of their children's individual education plans. The school was developing more specific time bound targets for children with special educational needs so they could demonstrate regular progress in their learning and development. | |

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

| | Overall |
|--|-------------|
| The effectiveness of leadership | Outstanding |
| <ul style="list-style-type: none"> All leaders collaborated in the pursuit of excellence to ensure outstanding outcomes for the students in this inclusive school. The Principal and school leaders had ensured all stakeholders were clear about the professional expectations, procedures and systems in the school. The distributed model of leadership in the school was enhanced following some new appointments and promotions, with strengthened capacity to further the school's development. Relationships and communication between all levels of leadership were professional and highly effective. The leadership team promoted its shared accountability for and pride in students' personal and academic achievements. The Governors and owners worked closely with the school's leadership to actively improve students' outcomes. | |

| | Overall |
|--|---------|
| Self-evaluation and improvement planning | Good |
| <ul style="list-style-type: none"> Self-evaluation processes were not yet rigorous or systematic. For example, policies were not always reviewed systematically and some lacked precision. Through their good action plans, middle leaders articulated their effective use of data to identify areas for improvement. Aspirational academic targets were used by teachers and senior leaders to improve students' achievement, but this was inconsistent. Performance management was a regular and established feature of school life and enabled the school to accurately identify and address the professional needs of staff. School leaders had addressed the recommendations from the previous inspection. For example, they had improved students' progress in Arabic as an additional language in the middle and secondary phases. Performance of the school against its improvement objectives was monitored by the Board of Governors. | |




| | Overall |
|---|-------------|
| Parents and the community | Outstanding |
| <ul style="list-style-type: none"> Parents were highly supportive of the school and most were actively engaged in their children's learning. They felt all members of staff were approachable and helpful when required to quickly resolve any concerns. Parents maintained a high profile around the school. They welcomed opportunities to participate in their children's education, for example, through attendance at assemblies and taking part in class activities and trips. Parents received regular and informative reports about their children's academic progress and personal development. Through opportunities provided by the school itself, parents had attended workshops in order to improve their understanding of how best to support their children at home. | |

| | Overall |
|--|-------------|
| Governance | Outstanding |
| <ul style="list-style-type: none"> Governors appropriately and effectively held school leaders to account. A strong partnership was in place between governors and school leaders that facilitated a focused agenda of improvement. There was an excellent understanding of the need to make governance practical and effective, particularly regarding the improvements needed in a few areas of the school. Governors were well-informed and eager to contribute from their own skillsets to school initiatives. Governors ensured that parents' views were heard and understood and these assisted them in implementing a learner centred vision which was a key example of the impact of governance arrangements. | |

| | Overall |
|--|---------|
| Management, staffing, facilities and resources | Good |
| <ul style="list-style-type: none"> • The day to day management and administration of the school was efficient and effective. • Premises and play areas were of a high quality and well maintained. Some high quality improvements were found in the Kindergarten, for example the Kitchen Garden and improved corridor activities. There were excellent displays in classrooms, corridors and the library was generally well stocked. There was a good stock of Arabic literature. • Staff were effectively deployed and managed. • Resources for learning within classrooms were variable. There were inconsistencies in how effectively the resources were deployed during lessons and this impacted on the effectiveness of some teaching and learning. | |

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 |
|  Parents* | This year | 967 | 38% |
| | Last year | 1027 | 37% |
|  Teachers | 182 | | 68% |
|  Students | 392 | | 95% |

- Overall, responses to the surveys indicated high levels of satisfaction.
- Of those who responded, almost all parents and most students surveyed were satisfied with the quality of education.
- Almost all parents were satisfied with their children’s attainment in English and mathematics, while most parents were satisfied with attainment in science.
- Most parents were satisfied with the quality of teaching.
- Almost all parents were satisfied with the leadership of the school and with arrangements for their children's safety.
- Parents’ and students’ satisfaction with the teaching of Arabic as a second language was not so positive.
- A minority of parents were not aware of policies dealing with child protection and cyber-safety.
- All student respondents stated that they knew how well they were doing in English, whereas most students stated that they were unsure how well they were doing in science and mathematics.

*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