

Delhi Private School...



National Agenda



Early Years



Special Educational Needs



Innovation

Inspection Report 2015-2016

Delhi Private School

Curriculum: Indian

Overall rating: Very good

[Read more about the school](#)



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“Great achievements remind us to be humble, but we should always be determined to do more”



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information	2
Summary for parents and the community	3
Main inspection report	10
1. Students' achievement	11
2. Students' personal and social development, and their innovation skills	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students	19
Provision for students with special educational needs and disabilities (SEND).....	20
6. Leadership and management	21
The views of the parents, teachers and students	24

School information

<p>General information</p> 	<p>Location</p> <p>Type of school</p> <p>Opening year of school</p> <p>Website</p> <p>Telephone</p> <p>Address</p> <p>Principal</p> <p>Language of instruction</p> <p>Inspection dates</p>	<p>Jebel Ali</p> <p>Private</p> <p>2003</p> <p>www.dpsdubai.com</p> <p>04-8821848</p> <p>PO Box 38321 Dubai</p> <p>Mrs Rashmi Nandkeolyar</p> <p>English</p> <p>26 to 29 October 2015</p>
<p>Students</p> 	<p>Gender of students</p> <p>Age range</p> <p>Grades or year groups</p> <p>Number of students on roll</p> <p>Number of children in pre-kindergarten</p> <p>Number of Emirati students</p> <p>Number of students with SEND</p> <p>Largest nationality group of students</p>	<p>Boys and girls</p> <p>4-17</p> <p>Kindergarten 1 to Grade 12</p> <p>3,671</p> <p>n/a</p> <p>0</p> <p>102</p> <p>Indian</p>
<p>Teachers / Support staff</p> 	<p>Number of teachers</p> <p>Largest nationality group of teachers</p> <p>Number of teaching assistants</p> <p>Teacher-student ratio</p> <p>Number of guidance counsellors</p> <p>Teacher turnover</p>	<p>272</p> <p>Indian</p> <p>23</p> <p>1:13</p> <p>3</p> <p>13%</p>
<p>Curriculum</p> 	<p>Educational permit / Licence</p> <p>Main curriculum</p> <p>External tests and examinations</p> <p>Accreditation</p> <p>National Agenda benchmark tests</p>	<p>Indian</p> <p>Indian / CBSE</p> <p>CBSE; IBT</p> <p>CBSE</p> <p>IBT</p>

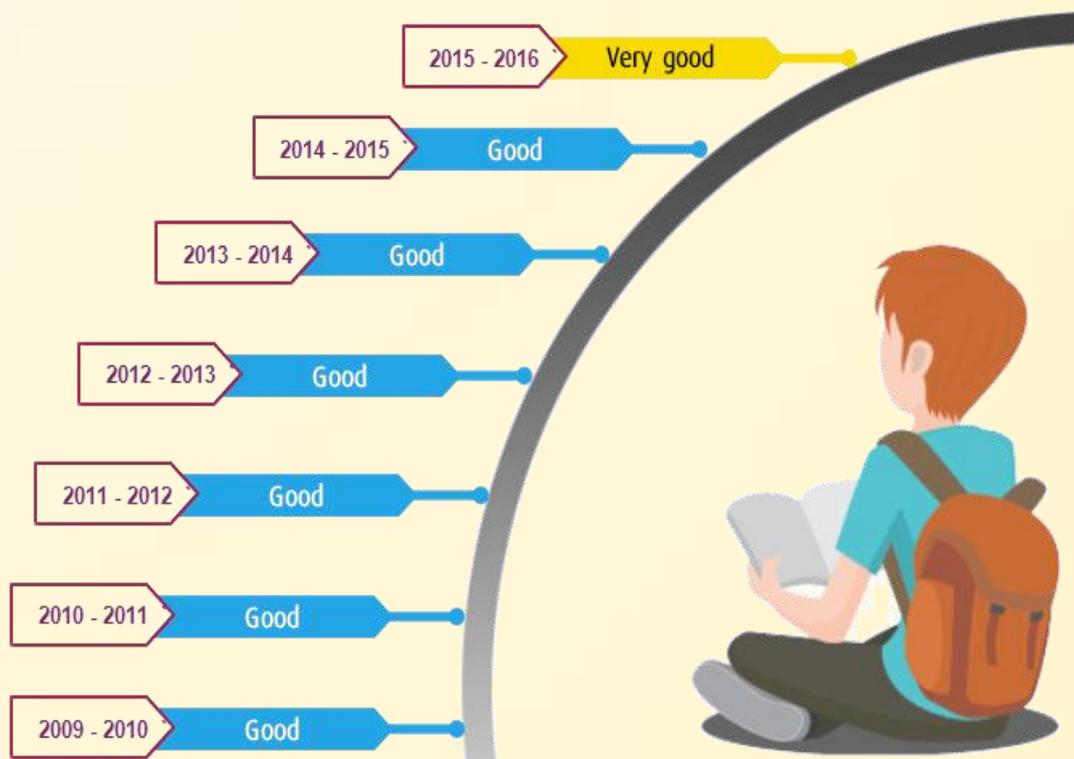


Summary for parents and the community

Delhi Private School was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **very good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

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

- Students' achievement was very good overall but in Arabic, their attainment levels were lower because progress was slower. In kindergarten, the most able students did not reach the levels they should. Students across the school were enthusiastic learners with impressive communication skills. By secondary school they had developed excellent skills of independent learning.
- Students' behaviour and attitudes to learning were exemplary. Students supported one another well and showed great respect for their teachers. Their understanding of Islam, and local and United Arab Emirates (UAE) culture was promoted through purposeful events and class activities. This allowed students to gain a deep understanding of the traditions and customs of the UAE.
- Teachers were effective in helping students do their best and improve. Many had excellent subject knowledge and worked well with students. Information about students' progress was used well. Teachers indicated, through marking and feedback to students, how they could improve their work.
- The curriculum provided a wide range of learning opportunities. It enhanced students' learning, particularly in the secondary phase. The curriculum was modified to meet the needs of different learners. However, the modifications were not applied consistently across the phases and subjects.
- The school had a caring and supportive learning environment where students were growing into responsible young adults. The overall provision for students with special educational needs and disabilities (SEND) was good. This provision was very well led and students' needs were accurately identified.
- The school leaders were focused and driven to improve underperforming areas. In Arabic, plans were in place to raise standards of teaching, but progress in doing so was slow. Parents and the community played an important part in striving for the best outcomes for the children in school. Governors held the leaders to account and deployed the necessary resources to enhance students' life in school. Resources were on the increase but not necessarily used to best effect.



What did the school do well?

- Respect and care among staff and students and their genuine involvement in learning created a positive learning environment.
- Students were knowledgeable and interested in Emirati culture and values.
- Students' strong communication and collaborative skills enabled them to speak eloquently about the things they were learning.
- The curriculum and facilities provided for a wide range of learning experiences.
- The leadership team and staff shared a collective vision and were dedicated to inclusion and continuous improvement.



What does the school need to do next?

- Improve students' attainment and progress in Arabic by:
 - developing a skill-based programme which is based on appropriate measures of students' attainment and progress
 - planning lessons that include purposeful activities matched to students' prior attainment levels.
- Use existing resources more effectively in the kindergarten to further develop students' skills to learn independently.
- Improve the quality of teaching further by:
 - planning activities that are consistently challenging and closely matched to the needs of individuals, particularly the most able students and those with SEND
 - ensuring teachers plan learning objectives and expected outcomes based upon levels of students' understanding rather than on the amount of work to be completed.



How well did the school provide for students with special educational needs and disabilities?

- The school had an inclusive ethos and welcomed students with SEND. There were clear policies in place to ensure that good provision was made for students across the school. The school showed its commitment to improving the service for the students by employing new learning support teachers.
- Parents informed the school about their children's strengths and needs and the class and specialist teachers accurately identified the children's needs. This information was used by the class and specialist teachers to plan learning targets for the children and the parents were also appropriately involved in review and planning of new targets.
- Parents were regularly kept informed of their children's progress through meetings, visits to the school or contact by telephone. They were kept up-to-date about their learning targets and were asked to contribute to their children's individual learning programmes.
- The teachers and special educators adapted the curriculum to suit the learning needs of the children and used many different methods to help them learn and make progress. Different methods were used by teachers to suit the learning styles of each student so that progress was at their own pace and each could use their strengths to improve their learning.
- Teachers regularly assessed students' classwork to see what progress had been made and used the results to plan the next steps in learning. The majority of students made good progress during lessons. Progress was in line with their abilities. Over time this progress was maintained as students moved up the school.

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 intent 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. This academic year, KHDA introduced 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.

Main points

- The school met the registration requirements of the National Agenda Parameter. The attainment data were not sufficient to make a full judgement of the progress towards National Agenda targets.
- The school had effectively disseminated the UAE's Vision 2021, the National Agenda, the school's targets and the rationale for international benchmarking to the school's stakeholders. Governors, teachers and senior leaders all spoke knowledgeably about the National Agenda and the purposes of making international comparisons. Students also knew why changes were being made to the curriculum and classroom practices.
- The curriculum in English, mathematics and science had been modified so that the students could develop the skills assessed in PISA and TIMSS. For example, adjustments were being made to address the gender issue in reading. An emphasis on problem solving and mental arithmetic has been added to the mathematics curriculum. In science, earth science has been introduced in the middle school scheme of work.
- The school had focused its training this year on effective questioning and this had led to the further development of students' critical thinking skills. These enhanced teaching skills were becoming embedded in the majority of lessons and students enjoyed the challenge to their thinking. Subject teachers were keen to build on learning in other curricular areas and to link new learning to real life applications.
- Students had many opportunities to develop their research skills through project assignments that were set as homework. On returning to school, they presented their new learning with great imagination and clarity, thereby benefiting their classmates. A good example of this was in mathematics in Grade 10 where students applied their understanding of solving linear equations to investigate the comparative cost and nutritional value of different pizzas.

Overall school performance

Very good ↑

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Very good ↓	Outstanding	Outstanding	Very good ↓
	Progress	Very good ↓	Very good ↑	Very good ↓	Outstanding
Science 	Attainment	Very good	Outstanding	Very Good ↓	Outstanding
	Progress	Very good	Outstanding	Good	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Good	Very good ↑	Good	Outstanding

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↓	Very good ↑	Good	Outstanding
Assessment	Good	Good	Good	Very good ↑

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Good	Very good ↑	Very good ↑	Outstanding ↑

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

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

6. Leadership and management

	All phases
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Good



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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
English	Outstanding	Outstanding
Mathematics	Very good ↓	Very good ↓
Science	Very good	Very good

- All children were learning English as an additional language. Standards and rates of progress were high. Children spoke confidently when in familiar groups when talking about family events or school activities. KG 1 children talked about the school kitchen garden and answered questions about fruit and vegetables accurately. They described the correct sequence when decorating a cupcake. They were beginning to spell words connected with topics of interest, and shape letters correctly. Levels of spoken English were well above those expected by the time they reached KG 2. They matched words with pictures and built words by matching letters with sounds. In writing standards were well above benchmarks for second language learners. Skills were of a particularly high standard for children of this age.
- Overall attainment and progress was well above the expected standards across the KG classes for children of this age. KG 1 children recognised numbers to six and began to count objects accurately. They knew shapes and identified them around the classroom. By KG 2 they were using numbers beyond ten and, using Numicom number shapes, they began to add them correctly to twenty. In art sessions children made models and talked about the names of shapes. From KG 1 to KG 2 they made better than expected progress in relation to their starting points.
- In science, as in mathematics, attainment and progress across the KG were well above expectations. Children in KG1 were beginning to learn vocabulary and gain knowledge of different kinds of plants. They knew names of vegetables and could identify seeds in different fruits. KG 2 children knew that some food came from animals, such as eggs, meat and honey. They made links with prior learning and named a camel as another animal, common in the UAE, which can give milk.

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	Very good ↑
Science	Outstanding	Outstanding

- In Islamic education, a majority of students had attainment levels that were above the curriculum standards. Without measures against international standards, students did demonstrate good knowledge of prayers, beliefs and key events in the lives of the Prophets in their lessons and notebooks. Students could recall short prescribed verses from the Holy Qur'an and by Grade 5 they could define key words. A majority of students made good progress against their lesson objectives, such as knowing the difference between optional and obligatory prayers. Their use of relevant Islamic terminology reflected a deepening understanding and gains in attainment and progress over time. Students with SEND made appropriate progress. Girls made slightly better progress than boys.
- Without national and international standards in Arabic as an additional language, most students displayed language skills in line with general expectations. The listening skills of most students were adequate; different groups of students were able to recognise basic classroom questions and instructions, and respond to them. Students' knowledge of vocabulary was sufficient for them to use it correctly in very short sentences. Their pronunciation of Arabic sounds for the most part was clear. Progress was made in developing their skills in speaking short phrases, but most made less progress in the development of their writing skills. The progress of students with SEND was less than that for other groups of students.
- In English, most students attained well above the school curriculum standards. International benchmark test results showed that, in those year groups where students who took external tests, attainment was higher than the average international benchmarks. In class lessons and over time, a large majority of students showed deep knowledge and high levels of skills. Most students made better than expected progress, including development of critical thinking skills. Progress was quick because it was stimulated by consistently appropriate challenge and learning opportunities that required depth of thought. Students with SEND made Very good progress in relation to their abilities and there was little difference in the progress made by boys and girls.
- In mathematics, students' attainment level were well above curriculum standards. In external examinations, most students attained levels that were well above national and international standards. Students have broadly maintained their high levels of knowledge, skills and understanding over time. Most students, given their ages and abilities, could solve problems using arithmetic at appropriate levels of complexity. By the end of the primary cycle most could, through real-life application, use, read and write standard units, and convert measurements of length, mass, volume and time from smaller units of measures to larger units. Students with SEND made significant progress in relation to their different abilities and starting points. There was little variation in the progress of boys and girls.

- In science, most students attained well on internal tests and levels were above international expectations on benchmark tests. They had done so over a three-year period. They made rapid progress in gaining excellent knowledge and understanding, which they applied well to real-life situations. For example Grade 4 students were able to identify and analyse the ingredients of home-cooked food, comparing its nutritional value to that of ready-to-eat food. Skills of independent enquiry were well developed by some students, but not all. This was because there were insufficient opportunities for some groups to take such initiative. Students with SEND made Very good progress for their abilities and from their starting points. There was little variation in progress by boys and girls.

Middle

Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Outstanding	Outstanding
Mathematics	Outstanding	Very good ↓
Science	Very Good ↓	Good

- In Islamic education, most students demonstrated levels of attainment that were in line with the curriculum standards. Without international standards to compare, most students displayed secure knowledge of Islam and its main practices such as prayers. A research project that students had undertaken about the lives of the Prophets enabled them to gain useful information. However, students' interpretations of the Holy Qur'an remained at basic levels; they were not secure in defining key messages behind the revelation of some verses. In lessons, the majority of students made evident progress against objectives, such as the different types of prayers. Students with SEND made measurable progress, and generally girls made slightly better progress than boys.
- In Arabic as an additional language, as in the primary phase, a large minority of students displayed attainment levels that were in line with the expected levels. The listening skills of a majority of students were adequate. However there were significant gaps in their reading and writing skills. Students had sufficient knowledge of vocabulary, but were less secure in using it correctly. The progress of most students was acceptable in their knowledge vocabulary, listening and speaking skills, but too slow in reading and writing. The progress of boys and girls was similar; that of students with SEND was slower than their peers.
- Attainment of basic skills and knowledge in English for most students was above targets set in the school curriculum. While only some students took external tests, attainment for most students who took the tests was well above international standards. In individual class lessons and over time, a large majority of students showed a high level of knowledge and skills. Students on the whole made very much better than expected progress. Critical thinking was evident in students' answers, often stimulated by open questions posed by teachers who used probing enquiry to push ideas forward. Students with SEND made very good progress in relation to their starting points. There was little difference in the progress made by boys and girls.

- The attainment in mathematics of most students in the middle phase was outstanding, particularly in the application of number, algebra and in understanding mathematical patterns and relationships. This strength was reflected in the school's internal examination results and in the well above average international benchmark tests (IBT) scores. Most students had exceeded curriculum expectations for the past three years. Their attainment in lessons was very good, with very good progress often being made. For example, students in Grade 8, with limited prior knowledge, were able to construct alternative formulae for measuring the area of a trapezium by the end of the lesson. Over time, the different groups of students made much better progress than that normally expected, including those with SEND.
- In science, the large majority of students attained levels that were above expected curriculum standards and this had been so over three years. Most students entered for international benchmark tests attained results above international standards. However, nearly all of the entries were students in the upper half of performance in school tests. The majority of groups of students made good progress in lessons and achieved very good levels of knowledge and understanding. For example, Grade 8 students understood the theory of electroplating and demonstrated the process using metal dipped in copper sulphate solution. However, students made less progress in developing skills of independent investigation and research. Students with SEND made good to very good progress in relation to their abilities and starting points. There was little difference in progress between boys and girls.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good ↑
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Outstanding	Outstanding
Mathematics	Very good ↓	Outstanding
Science	Outstanding	Outstanding

- As in the middle phase in Islamic education, most students had attainment levels that were in line with expectations against the Ministry of Education curriculum. Students displayed secure knowledge of main concepts, beliefs and values. Their recitation skills were less secure and their ability to make references, justify or infer using verses from the Holy Qur'an was not well developed. High quality discussions enabled the majority of students to make good progress against lesson objectives in topics such as Islamic dress code and its impact on global citizenship. Students with SEND made appropriate progress, and girls made slightly better progress than boys.
- In Arabic as an additional language, as in primary and middle phases, progress was broadly acceptable. However, a large minority of students displayed attainment that was not in line with expected levels. Most students in Grade 9 displayed satisfactory listening skills, but their speaking skills were weak. They had difficulty applying correct grammar. Students could decode simple Arabic words and phrases, but often struggled to understand them. The writing skills of a majority of students were mostly limited to copying. Knowledge of vocabulary and listening and speaking skills were improving, but there was slower progress in reading and writing. Generally, girls made slightly better progress than boys. The progress of students with SEND was too slow.

- In English, students attained above targets set in the school curriculum. Attainment for most students who took the external tests was well above international standards. In individual class lessons and over time, a large majority of students showed a high level of knowledge and skills. Most students made much better than expected progress. Development of critical thinking skills was enhanced consistently with appropriate challenge and depth of learning. Most students were, for example, confident in using narrative techniques to describe a piece of poetry. Their speaking and presentation skills were excellent. There was little difference in progress between boys and girls. Students with SEND made at least good progress.
- A large majority of students in the secondary phase performed at levels well above curriculum expectations in most areas of mathematics. Their attainment showed strongly in international benchmarked tests (IBT) where they could apply their strengths of mathematical thinking and problem solving. This picture was confirmed by lesson observations and reflected the third year of improvement in students' results overall. A notable example was the ability of students to solve complex problems using their understanding of matrix construction. The progress of boys and girls in lessons was well above expectations. They readily saw connections with other curriculum areas and could see the application of their learning to real life. Students with SEND also progressed at a good rate.
- Most students in science demonstrated levels of attainment well above curriculum standards. Outstanding results had been achieved in CBSE examinations over three years. Students showed a deep understanding both orally and in written work. For example, Grade 11 students could explain why water has an unusually high boiling point because of the effect of intermolecular bonding. They were able to draw upon mathematical skills to carry out calculations. Others applied Boyle's Law to calculate the maximum diameter to which a balloon could be inflated. Outstanding progress had been made in developing practical skills in Grades 11 and 12. There was little difference in progress between boys and girls and students with SEND made at least good progress.

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good ↑	Good	Outstanding

- Students knew their strengths and weaknesses. In secondary they were self-motivated learners and took actions to improve. In kindergarten and primary, they were keen learners but too often heavily reliant on the teachers for direction on how to improve. A majority of middle school students were passive learners, partly because opportunities for independent learning were more limited than in other phases.
- Students' articulate skills in using cogent arguments were strengths of the school. For example, Grade 2 students discussed the reasons for a greater risk of food poisoning in Delhi than Dubai. In Islamic education in secondary, students displayed outstanding skills as they discussed whether the dress code in Islam was a barrier to global citizenship. Students generally demonstrated purposeful collaboration, achieving targets in a cooperative manner.
- Students regularly and eagerly made connections with learning across subjects and applied their knowledge and understanding well to real world situations. Issues such as food wastage in a world where people are starving were discussed in Grade 4 with great empathy and understanding, while Grade 11 students applied their knowledge of the gas laws to basic challenges when scuba diving.
- A majority of students from Grade 5 upwards had enthusiastically and effectively embraced the use of tablets for classwork and research. Students in all phases and most subjects enjoyed opportunities to think critically and to solve problems. Opportunities and the level of challenge for such activities was less frequent in kindergarten and middle school.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students were self-disciplined and very well behaved. They showed both a maturity and a compassion for others in the way they included students with SEND in all aspects of school life. Their reaction to bullying demonstrated that they were able to seize opportunities to be highly responsible, both for their own learning and to be leaders.
- Behaviour was extremely good. Students were polite and thoughtful. There were invariably mutual positive and respectful relationships between the students and the adults in school. These relationships and constructive behaviours existed in the classes throughout the different phases.
- Students demonstrated an excellent understanding of safe and healthy living. There was a culture of embracing the elements of a healthy lifestyle that permeated DPS as the majority of students partnered with their parents to bring nutritious food from home thus making choices that would have a long-term and positive impact on their future health
- Students' reputation for punctuality was matched by their outstanding attendance. Attendance rates over time in all the school's phases well exceeded those in most educational systems across the world.

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

- Students demonstrated their understanding and appreciation of Islamic values very well throughout the school. At all levels, they applied their learning and commented positively on the influence they had on local society, particularly through charitable events.
- Students were very knowledgeable, respectful and appreciative of local culture and traditions. Those in lower grades shared their experiences through participation in local festivities, celebrations and school assemblies. The social studies programme was contributing positively to students' knowledge of the heritage of the UAE.
- Students were very proud of their cultural identity. In the secondary phase, they explained the richness of India's cultures and languages with passion and conviction. Their awareness of world cultures was rich and often linked to current affairs.

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

- Students were proactive and responsible members of the school and wider communities. Student-led initiatives, social action projects and environmental programmes had a positive impact on both the school and community. The Morning Radio Show promoted these activities and included earthquake relief, environmental projects and many more charitable events.
- Students showed an excellent work ethic. They were highly resourceful, creative and entrepreneurial. For example, they raised AED 20,000 to support the Nepal Earthquake Relief Fund. They led assemblies at primary, middle and secondary levels that kept students and adults alike spellbound. The content of assemblies skillfully integrated learning, religion and culture into presentations that were both entertaining and informative.
- Students were environmentally aware and prepared to take action. They were actively engaged in a variety of projects which demonstrated their interest in improving the places where they lived. These projects included paper drives, can collections, recycling and beach cleanups. Students explained that their understanding of sustainability was deepened dramatically.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↓	Very good ↑	Good	Outstanding

- Most teachers across all phases demonstrated good knowledge of their subjects and an ability to promote students' learning. Teachers in the secondary school were better at applying knowledge and expertise to enhance learning than those in the other phases.
- Learning was usually planned with helpful detail. Inconsistency of implementing plans to meet the differing needs of groups of students in Arabic as an additional language, kindergarten, primary phase and middle phase resulted in less effective learning for some students. Teachers in the secondary school, however, used planning more effectively and consistently in lessons.
- A strong and respectful rapport between teachers and students promoted and focused learning. Inconsistent use of open questions by some teachers in kindergarten, primary school and middle school detracted from development of critical thinking for some students. Kindergarten teachers provided, what had been, an improving range of opportunities for developing students' independent thinking.
- An appropriate level of challenge and support was planned well in curriculum documents. The plans were used more consistently by teachers in the secondary school than in other phases. As a result, students who had received teaching that had been good or Very good earlier received outstanding teaching at the secondary level and had their needs met very well.
- In the secondary phase, effective questioning techniques and appropriate learning activities developed critical thinking skills. Teachers in other phases applied techniques and planning to a lesser degree resulting in less effective development of higher order and problem solving skills.
- In Arabic as an additional language teachers had secure subject knowledge. They planned their lessons and managed time and resources appropriately, however their teaching strategies were not consistently meeting the needs of different groups of students.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Very good ↑

- Processes for internal assessment were consistent among all school phases. Effective and consistent use of processes and analysis to ensure greater reliability and validity was not yet a common feature from kindergarten to the middle phase. This was however stronger in secondary as teachers set clear targets for individual students.
- There was thorough tracking of student attainment and progress with accurate detail across all phases. Data were used extensively to compare internal assessments against international benchmarks. However, consistent use of this comparison was inconsistent to adjust for more effective learning.
- The school had systems in place to track students' attainment and progress thoroughly and with great detail. Use of the tracking to adjust teaching was less consistent. However, based on the results of analysis, in the kindergarten, primary and middle phases, there was insufficient use of differentiation to adjust learning.
- Teachers often attempted to make their teaching appropriate for different groups of students by increasing or decreasing the number of tasks in their lessons rather than adjusting the depth of learning. Use of analysis of assessment of students' prior learning to differentiate next steps for students in lessons was consistent in the secondary school.
- Feedback to students in kindergarten, primary school and middle school classes was not consistent. Self-assessment was used routinely in some classes, especially in science, but students did not use this to set next steps in learning. Effective feedback was used consistently in the secondary school.

4. Curriculum

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

- The curriculum was clearly aligned to the Indian CBSE and was adapted extremely well to include content appropriate to the UAE context. It was well balanced and met the necessary requirements for compliance.
- Continuity and progression between the different phases ensured smooth transition for students. The design of the curriculum facilitated reinforcement of knowledge and skills covered previously and structured learning programmes into manageable steps
- The wide range of subjects offered by the school provided students with appropriate access across the phases, including in the higher grades where a well-balanced choice of options were available.
- Cross-curricular links were included in most lessons. Links between mathematics and science were common when calculating outcomes from scientific investigations. Skills of speaking, listening, reading and writing in English were applied very well in many subjects
- Regular review of the curriculum was carried out by curriculum leaders to match typical international coverage alongside the CBSE examination syllabus and benchmark indicators. Critical thinking was considered as an essential component of learning and therefore content was included as an element in most aspects of the curriculum. This was an example of matching national priorities with curriculum review process.

- The social studies curriculum was highly effective in providing a balance of knowledge, skills and understanding. It prepared students for the world of work and to be 'global citizens'. There were meaningful cross curricular links which were relevant to students' daily lives.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Very good ↑	Very good ↑	Outstanding ↑

- The school was successful in modifying its curriculum documentation to match the needs of the large majority of diverse learners across the phases. The curriculum was skillfully modified around three key 'maps': concept, grade and subject. It clearly stated the differentiated objectives for each topic, such as assessment patterns, activities and projects, resources, time needed and cross-curricular links.
- The wide range of opportunities provided by the school significantly enhanced students' academic and personal development. For example, opportunities for enterprise and innovation were on the increase. The school aimed at learning for all students to become real, multi-dimensional and enjoyable.
- Cross-curricular links in all subject areas, particularly in social studies, were strong and well integrated with UAE culture. Some cross-curriculum links were observed which were meaningful and allowed students to use critical thinking to deepen their learning.
- There was no formal provision for Arabic language instruction in KG.

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

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

- The school had rigorous procedures for safeguarding students. Much of the sharing of information with students was done well by students, but carefully monitored by teachers. This sharing included a child protection campaign and supervision by student monitors alongside adults on the school buses. All students wore radio frequency identification badges to monitor both attendance and tardiness.
- The school was a safe, hygienic and secure environment for both students and staff. Students were again actively involved in maintaining this. An anti-cyber-bullying program was in place and had been explained to students by students. Students could explain how to protect themselves when using the internet. Senior students had been trained in the use of fire extinguishers.
- Buildings were well maintained and regularly checked. Deficiencies were recorded and repairs made promptly. The playground area had padding to prevent accidents. Pre and post-accident risk assessments had recently been implemented.
- The school provided an excellent physical environment which supported students' care and learning needs well, including those with SEND.
- The school actively promoted safe and healthy living in taking exercise as key priorities. It partnered with parents to ensure that most of the students brought healthy food to school for their lunch period. For students who decided to purchase their lunch at school, there was a choice of only healthy food in the canteens.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff-student relationships were positive because the school operated in an atmosphere of mutual respect. Two teachers had oversight of the management of students' behaviour and were responsible for ensuring students' compliance with expectations. Members of the student council also played a major part as role models for younger students and by being vigilant about setting behavioural standards in each phase.
- The school had an attendance rate of 99 per cent. Over 220 students, representative of all grades up to Grade 11, had a current record of 100 per cent attendance. The school's rigorous systems for managing attendance and punctuality included immediate contact with parents by SMS text for absences and the awarding of prizes for high attendance.
- This inclusive school welcomed all students including those with SEND. It had a rigorous system of assessment procedures to accurately identify the students' needs and this ensured targeted provision for any learning, behavioural, social or personal developmental needs. The school also had identified gifted and talented students and had activities in place to meet their needs.
- The school had experienced and highly qualified specialist educators to help teachers identify students and monitor their progress and performance in learning. Some modifications of curriculum were made and well planned support was provided to students.
- The school was committed to the wellbeing of students. Two qualified and experienced counsellors and a social worker operated an open-door policy where students could share concerns. Students said that they felt comfortable in these discussions and senior students felt well supported in the school's ability to provide them with relevant information and advice when selecting examinations and future courses.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Good
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- The SEND leaders in the school were committed, dedicated and focused on delivering an inclusive education in a welcoming school. They had put good systems in place to coordinate the provision across all phases. There were clear policies and the school had invested by recruiting new specialist staff. Clear capacity to improve over the next year was evident.
- Rigorous systems of identification of students' learning, behavioural, linguistic and personal development needs were in place in the school and these needs were regularly reviewed and communicated to all relevant staff. The KHDA categorisation for different types of SEND was correctly adopted and understood.
- The school was very conscious of the need and the value of keeping parents informed of their children's progress by means of formal and informal methods of reporting. Parents were regularly updated about gains and progress in the various subjects and progress on individual targets in line with the child's learning difficulties or disabilities

- The curriculum was modified appropriately for the majority of students and this ensured that students engaged in relevant and meaningful lessons and activities. However, there was no consistency across phases in the modification of the curriculum or the provision of scaffolding supports for all students.
- Teachers used assessment information well to plan the next steps in students' learning so as to lead to more progress. Monitoring and evaluation were consistent across the school. This provided information about the progress which students made over time and against expectations. The majority of students made and sustained steady progress from their starting points and over time.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The principal and her team had a very clear and ambitious vision for their school based upon the needs of their students and their community. There was evidence of a strong commitment from the whole school community to meet the UAE national priorities.
- The key leaders in school had a very thorough knowledge of their curriculum which was rich and varied. There was a collegiate approach to secure the best outcomes for all students. In Arabic, expectations from senior leaders were high but the impact of their implementation was still low.
- Communication was generally effective and the principal delegated roles and responsibilities strategically. Senior and middle leaders had the skills and capacity to improve their areas. This was less so in Arabic, particularly in the secondary phase.
- At all levels, leaders knew their strengths and areas for development well. They were reflective and focused on identifying solutions to overcoming any barriers to the raising of standards.
- The leadership team had sustained most of its strengths from the previous inspection and raised standards in some subjects in different phases and improved the quality in certain areas of provision.

School self-evaluation and improvement planning

Very good 

- Systematic and detailed planning with rigorous provision for monitoring and evaluation allowed the school to assess the impact of its performance. The leaders knew their school well, used interventions pointedly and resources strategically.
- Teaching and learning were monitored effectively and focused on the impact on students' achievements and personal development. The evaluation of teaching and learning guided continuous professional development activities, curriculum modifications and the development of resources for learning.
- The school improvement plans included SMART targets which were linked to the school's main priorities and the inspection recommendations. There was a focus on the UAE national priorities, such as the use of international benchmarking to secure high curriculum expectations.
- Although all recommendations from the previous inspection report had been implemented, Arabic remained a weak subject in terms of its provision and students' achievement. Fluctuations in the attainment and progress of students in the kindergarten were too wide.

Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> • The school knew its community well and leaders were successful in engaging parents as partners in the children's learning in school life. Activities such as coffee mornings, and opening the swimming pool and the green field to the community were well received. • Various communication channels allowed the parents to keep very well informed about their children's achievements, learning and development. This was particularly the case for the parents of students with SEND, who felt very well supported by the school. • Parents were kept well informed about the progress of their children. Reports were comprehensive and frequent. They explained and celebrated students' strengths, but also identified areas they needed to improve and how they might do that. • The school had strong links with various stakeholders in the community. These included national and international contacts and interactions, which had a positive effect on students' achievement and personal development. 	

Governance	Outstanding
<ul style="list-style-type: none"> • The governing board, which included a range of stakeholders, sought the views of the parents and the community regularly. It focused on securing the best outcomes for the students in school and was successful in its attempts. • The board held leaders accountable for their performance and challenged any underperformance. This was particularly the case in Arabic where students' outcomes were still low. Strategies at all levels of the leadership team were reassessed and modified as the impact on outcomes was insufficient. Nevertheless, the impact of governance on the school's performance was deemed as outstanding, given current expectations. • The governing board deployed the necessary resources to raise standards. For example, they increased the resources for learning in the kindergarten to a Very good level. However, all the new resources were not fully utilised, particularly with the high achievers. 	

Management, staffing, facilities and resources

Good

- The day-to-day management of the life of the school was highly effective leading to a positive learning environment for all students. The combination of these daily elements and the quality of the environment did not aggregate to outstanding provision overall.
- The school was appropriately staffed and retention rates had improved. Staff were well deployed and benefited from good quality professional development activities which were not consistently implemented in practice to the highest levels of performance.
- Modern premises were well designed. They allowed good access. New technologies were growing and, when used effectively, enhanced students' learning. The 'bring your own device' initiative was well received by students, but not used consistently across subjects. The use of mobile devices was prevalent, but generally as a substitute for hard copy of text, as electronic worksheets or for communicating with peers and teachers.
- Teachers had access to a wide range of resources. They were relevant to the curriculum requirements but not fully used during lessons. This was particularly the case in the kindergarten where resources were not used sufficiently well to challenge high achievers to do their best. Parents and students were pleased with plans to further expand resources in physical education.

The views of the parents, teachers and 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* 	This year	322
	Last year	967
Teachers 	185	
Students 	728	

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

- Overall, responses to the survey, though generally low in number, were very positive and supportive of the school's efforts.
- Almost all parents, students and teachers who responded were satisfied with the quality of education in Dubai.
- Most parents were satisfied with the quality of education provided by the school.
- Most parents indicated that their children were making good progress in mathematics and sciences, but only a minority thought their children were making good progress in Arabic as an additional language. A majority of parents did not know if their children were making good progress in English.
- Although a majority of parents indicated that the needs of their children were identified accurately a large minority thought otherwise.
- Almost all teachers indicated that they received regular feedback from the senior leaders about their performance, and were involved in the school's improvement.
- Most students indicated that the school prepared them for the next stages of their lives, a minority indicated otherwise.
- Almost all students indicated that they received some form of private tutoring.

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