

المعرفة

Knowledge

Elite English School...



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Elite English School

Curriculum: CBSE

Overall rating: Acceptable

[Read more about the school](#)



www.khda.gov.ae

‘Without challenges, we won’t feel the taste of success and happiness’



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	15
3. Teaching and assessment.....	16
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.....	20
The views of the parents, teachers and students	23

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>Al Waheda</p> <p>Private</p> <p>1993</p> <p>www.eliteenglishschool.com</p> <p>04-2688244</p> <p>PO Box 51212 Dubai UAE</p> <p>Mrs Vatsala Mathai</p> <p>English</p> <p>19 to 22 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>4-18</p> <p>Kindergarten 1 to Grade 12</p> <p>1,605</p> <p>Not Applicable</p> <p>0</p> <p>43</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>55</p> <p>Indian</p> <p>13</p> <p>1:30</p> <p>1</p> <p>15%</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>CBSE</p> <p>CBSE; IBT</p> <p>CBSE</p> <p>IBT</p>

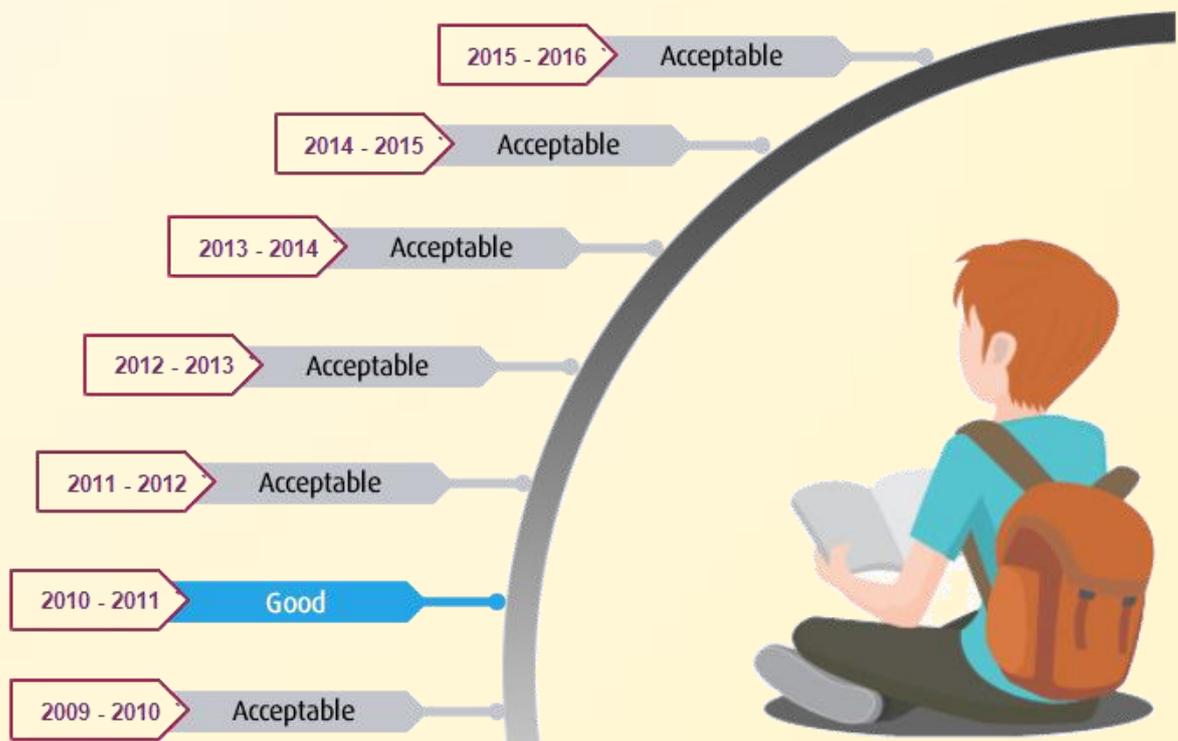


Summary for parents and the community

Elite English School was inspected by DSIB from 19 to 22 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

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, Elite English School provided an **acceptable** quality of education for its students.

- Students' attainment and progress in most subjects remained acceptable. The previous improvement in kindergarten children's attainment to acceptable had been maintained. Secondary students' achievement in English remained good. Primary students' progress in Islamic Education had slowed to weak. Secondary students' achievement in mathematics had gone down to acceptable. Middle and secondary students' achievement in science had gone down to acceptable.
- Students' personal and social development was generally good while their understanding of Islamic values and awareness of Emirati and world cultures was acceptable.
- The quality of teaching, assessment and the curriculum remained acceptable.
- The health and safety arrangements had gone down to acceptable because the school had not looked carefully enough at potential risks. The school provided good care and support for its students and provided well for those with special educational needs and disabilities (SEND).
- The school's links with parents and the community remained good and most other aspects of leadership and management were acceptable. The exception was school improvement planning and how well the school judged itself. These features were weak.



What did the school do well?

- The school had maintained improved standards in the kindergarten and had enabled older students to reach good standards in English.
- It provided well for those students with SEND in the specialist classes.
- Students received good care and guidance so that most reached good standards of personal development and the oldest students reached very good standards.



What does the school need to do next?

- School leaders should ensure that the work set for students matches their various abilities in every lesson. This should help improve the quality of teaching and students' progress, especially in Arabic.
- Governors should improve leadership and management by ensuring that:
 - improvement plans have realistic timescales and straightforward ways of judging the impact of school actions
 - monitoring of teaching quality is systematic, accurate and leads to sustained improvement
 - school self-evaluation is based on accurate analysis of evidence.
- Governors should improve health and safety in the school by:
 - appointing a governor to oversee this aspect
 - conducting a thorough audit of risk
 - remedying known weaknesses
 - regularly monitoring procedures to ensure higher health and safety standards.



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

- Most students with SEND were making progress in reaching their learning targets, which were being refined for them regularly.
- The school kept parents informed of their child's progress through formal and informal reporting methods.
- There was regular communication between parents and the school.
- Parents provided valuable information to the school, which helped teachers to prepare appropriate individual education plans for their children.
- All parents of students with SEND had access to helpful and appropriate guidance. The school's guidance responded to the needs of the students and their families.

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 did not meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting the National Agenda targets.
- Students, parents, governors and teachers had some awareness of how the school could benefit from the National Agenda. They had been helped to understand through meetings, regular discussions and information leaflets.
- The school had begun to adjust its curriculum by including more problem solving and critical thinking activities. Teachers also used more of the vocabulary from PISA and TIMSS tests to prepare students for them. These changes were at an early stage of development. They did not significantly affect lesson planning and teaching.
- A few teachers were beginning to strengthen their understanding of critical thinking and inquiry. A few were including some activities in lessons to develop these skills so that they could adjust their teaching further.
- Resources such as library books, learning technology equipment and basic apparatus in science, were not adequate for students to work independently and develop research skills.

Overall school performance

Acceptable

1. Students' achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good ↓
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable ↓
Social responsibility and innovation skills	Acceptable ↓	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak ↓
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



Main inspection report

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	Acceptable	Good ↑
Mathematics	Acceptable	Good ↑
Science	Acceptable	Acceptable ↑

- In English, children could ask questions and offer suggestions. Although younger children offered one-word replies, they generally understood what was being said to them. Most children could recognise alphabet letters but were not so sure about the sounds letters made in words. They could write their own names and copy simple sentences but were sometimes not sure what they had written. The overall progress made was acceptable. Children tended to work at the same pace as each other and so the more able children made slower progress.
- In mathematics, children's skills were at an acceptable level. Younger children could identify numerals and count upwards, sometimes using objects. Older children could calculate with a degree of accuracy using addition. Some knew the names of two-dimensional shapes and could group objects with similar characteristics. Most children made good progress in developing mathematical ideas but progress in problem solving was not as strong.
- Children had a secure factual knowledge of the topics they had covered, for example on life cycles. They could name animals and plants and recognise living and non-living objects. They made slow progress in developing the skills of problem solving, thinking critically and hypothesising because of lack of opportunity.

Primary

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

- In Islamic education, attainment was acceptable. Most students had an age-appropriate knowledge and understanding of the Islamic concepts and teachings which underpinned the importance of the Friday 'Jumaa' prayer. They knew when to perform the worship and what needed to be prepared before going to Friday congregation. Progress was weak and inconsistent. They made slow progress in linking what they had learnt to their daily lives and in improving their Holy Qur'an recitation skills.
- In Arabic as an additional language, most students responded to instructions and daily routines when these were set in a familiar context. They could identify familiar vocabulary in simple sentences and read them correctly. However, they had difficulties with new words in complex sentences. Students' speaking was limited to single words and phrases. Writing was weak. Students used familiar vocabulary to produce short phrases and sentences. In most lessons, students made acceptable progress towards the learning objectives and over time. A large majority developed an acceptable range of Arabic vocabulary. They could name items in the kitchen, living room, and bedroom. Students made slow progress in extending their speaking and creative writing skills due to the lack of opportunity.
- In English, most students reached an acceptable level of attainment and made acceptable progress by the end of the primary phase. This had been the position for the last three years. Progress differed from grade to grade. The younger students made acceptable progress in speaking and listening, and to some extent, in reading. Their writing skills were weak. Reading a greater variety of texts enabled older students to make better progress in writing. For example, Grade 3 students used a range of written information to build a description of a good sandwich.
- In mathematics, most students made acceptable progress and attained levels that were in line with curriculum standards. Students made the best progress in numeracy skills, moving from recognition to manipulation in various forms. They made slower progress initially in solving problems which may have been hindered by their capacity to read English. Students made better progress when engaged in practical activities and using equipment to underpin their understanding. Over the previous three years, levels of attainment had slowly risen and were broadly in line with national and international standards. The progress of all groups was in line with their attainment.
- In science, students' attainment and progress were acceptable when compared with Indian curriculum standards. As students moved through the grades they gradually improved their use of scientific language to explain increasingly complex ideas, such as the importance of electricity in our lives and how light travels. Skills related to investigating and finding out answers to scientific questions were not as well developed and improved more slowly. The progress of students with special educational needs and disabilities was also acceptable. Attainment over the previous three years had been similar to that seen during this inspection.

Middle

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

- In Islamic education, most students had age-appropriate knowledge of Islamic concepts and the history of Islam such as the story of different Prophets in the Holy Qur'an, the importance of the supplication 'Tasbeeh', and the difference between living things and non-living things when they were using this supplication. Progress was acceptable when measured against their starting points in lessons. Few students were involved in more advanced and higher-level thinking.
- In Arabic as additional language, standards were below expectations when judged against curriculum standards. Progress was too slow. Students' listening skills were acceptable but their speaking skills were weak, especially when the teachers' questions related to something unfamiliar. Students' speaking skills were limited as they were mostly required to give one word or simple answers. A few students had developed a range of vocabulary and could express themselves using simple sentences. They did not use formal Arabic. The majority of students could read familiar texts. However, remaining students had weak comprehension skills. Most students made slow progress in developing their conversational and writing skills especially when writing independently.
- In English, students' attainment and progress were in line with national and international curriculum standards. Older students made some good progress. Grade 9 students took a keen interest in discussion and their understanding of their written assignments matched their age level. The resulting work contained thoughtful comments and careful evaluations which went beyond comparisons. Their work moved on to considering different representations in literature and in real life. Standards had been maintained over the previous few years and a few older students were making better progress than previously.
- In mathematics, the levels of attainment and the rates of progress were in line with age-related expectations. In lessons, the students showed an acceptable understanding of mathematical skills. They understood the properties of triangles, and could identify and measure accurately different types of angles. They could use this information to calculate angle size without measurement. They made the best progress in those lessons. Students with SEND were included in all aspects of the work and made similar progress to others. Over time the students were acquiring the mathematical skills necessary for future external examinations.
- In science, students' attainment and progress were acceptable when compared with Indian curriculum standards. As students passed through the grades they were able to apply prior learning and began to discuss the importance of genes in our lives. They made slower progress in planning and investigating their own hypotheses due to lack of opportunity. The progress of students with SEND was also acceptable. Attainment over the past three years had been broadly the same, except for the previous year, when attainment had been higher.

Secondary

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

- In Islamic education, most students had an age-appropriate knowledge of Islamic concepts and history, such as periods within Islamic history and the events before, during and after liberating Makkah. Students' progress was acceptable as measured against their lessons' starting points. The majority of students improved their skills to link what they learned in their lessons to their daily lives. Across the phase, students made slow progress in reciting the prescribed verses of the Holy Qur'an and in applying the required rules of recitation.
- In Arabic as an additional language, students' listening skills were acceptable. Only a few could respond correctly to classroom instructions or give answers to basic questions about familiar topics. Speaking skills were weak. Students did not use the correct masculine and feminine forms when attached to pronouns. Similarly, they could not use the correct form of the verbs that refers to masculine and feminine nouns or pronouns. The majority of students made slow progress in reading words or short sentences aloud. Their pronunciation was acceptable but their comprehension was weak. Most students made weak progress in developing their Arabic writing skills. Most students had difficulty in writing a few correct sentences independently.
- In English, the majority of students reached above average attainment and made good progress. Reading, writing and listening skills showed a good level of competency in English language ability. Written work was extended by strong speaking skills in classroom discussions and good progress in reading exercises. Grade 12 students were particularly articulate in speaking and writing about topics of interest to their age group. An example of this was in a lesson on discrimination and the caste system in India. There was also a growing group of students who were keen to express their personal opinions and commit them to writing creatively.
- In mathematics, most students attained and progressed in line with expectations and curriculum standards. External examinations, taken in grades 10 and 12, produced some contrasting results. Attainment in grade 10 was very good but the weaker results in grade 12 were the result of significant changes in the student population. In lessons students showed acceptable levels of knowledge and understanding. Progress in lessons was variable. It was more positive when skills were applied in known contexts and built on from previous work. There were no significant differences between the performances of different groups of students. Over time, attainment was broadly in line with international standards.
- In science, attainment and progress were acceptable by the end of grade 12, although better in grade 10. The progress of students with SEND was also acceptable. Standards of attainment in lessons and in students' books were better than the most recent external test marks for grade 12. There was little difference in students' performance between biology, chemistry and physics. Students made slow progress in developing problem-solving skills and in writing at length in response to difficult questions. Attainment over the previous three years had been broadly similar, although better in the previous year, than at the time of this inspection.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students had positive attitudes towards learning. In most lessons they were not given sufficient opportunities to take responsibility for their learning, other than to follow instructions and do their best to complete the work set. Opportunities to think for themselves and help themselves learn were also limited despite most students being ready for this. In the kindergarten children were engaged in learning, however they were too often dependent on the teachers' guidance and instructions.
- Students worked cooperatively in groups. The quality of their interactions was varied and many of the group tasks in which they were engaged did not encourage them to work together to produce a common result. This was mainly because the task design and teacher guidance did not make clear the learning that needed to take place.
- Students did not have enough opportunities in their lessons to make connections between different areas of learning and to relate knowledge that they had acquired to their understanding of the world. Occasional projects and activities promoted these connections but they were not typical of day-to-day learning. In the kindergarten connections were sometimes made to children's lives at home.
- Students produced some research work under their teachers' direction. There were limited opportunities for students to use learning technologies in their work. Students had too few opportunities to engage in activities that promoted critical thinking.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good ↓

- Students had positive and responsible attitudes towards learning. They became more self-reliant as they progressed through the school. They were very keen to learn and help each other. In the kindergarten children cooperated with one another as they became more aware of other children's needs.
- Most students were self-disciplined, polite and courteous to adults and other students. They were well behaved and followed school rules. Consequently, the school operated in an orderly manner.
- Students understood the needs and differences of others, including those with SEND. They readily helped each other. Relationships amongst students and with staff were respectful.
- Students demonstrated a good understanding of safe and healthy living. They made appropriate choices about their own health and safety. They brought healthy snacks to school.
- Attendance figures were outstanding. Students were punctual in arriving at school and for lessons throughout the school day.

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

- Students had a basic understanding of Islamic values and how they influenced UAE society. Students' behaviour reflected tolerance and respect for others.
- Students exhibited a positive attitude toward the heritage and local traditions of the UAE. They were aware of the modern features of modern life of Dubai. They did not have a good understanding of the origins of the UAE culture and its influence on life today.
- Students across the school were aware of the rich multicultural society of Dubai. They considered this as a positive feature. They had an acceptable understanding of their own culture but their appreciation of other cultures was weak.

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

- Some students took on key roles that helped them become more responsible and develop leadership skills. For instance, they participated in the prefectural board and the school council. Their activities as volunteers, such as their visits to homes for older people and charity events to support migrant workers, benefited the wider community. Community involvement was still a developing feature in the kindergarten.
- Students' work ethic was strong, particularly in the senior classes. They enjoyed taking part in projects but often relied on others when making decisions and rarely took the lead. There were limited opportunities for students to develop their innovation and entrepreneurial skills.
- Students were developing their understanding of environmental issues through practical involvement in projects such as the 'go green project', the paper-recycling initiative, and the design and production of garments from recycled materials. Students cared for their school and took part in activities, such as tree planting to improve its environment.

3. Teaching and assessment

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

- Teachers knew their subjects and this helped them explain tasks in slightly different ways so that most students understood what they were being asked to do. Teachers used examples drawn from their subject knowledge to enhance students' understanding or to consolidate what they had learnt.

- The school had made some progress in the planning of lessons since the previous inspection. The quality of planning was still variable and lacked consistency across the phases and subjects. Lesson objectives were often clearly stated, and in many cases they were re-visited at the end of the lesson. The learning environment did not always support effective learning.
- Teachers used questioning to engage students in their learning and to promote thought. In the better lessons teachers used questioning readily to test understanding and progress. A minority of the questions promoted a subsequent dialogue which enhanced the learning.
- Teachers had identified the needs of different individuals and groups of students in their planning. Students with specific learning difficulties had individual educational plans which suggested the strategies to be employed by the teacher with them in the lesson. In lessons observed, class teachers did not always use the suggestions to help these students learn well.
- The school had made some progress in developing students' problem solving, critical thinking and new skills since the previous inspection. This was still very much a developing element and was a weak feature in most lessons.
- In Arabic as an additional language, a minority of teachers were insecure in their knowledge of their subjects. They adequately planned lessons, managed time and used resources, however they did not consistently provide environments that encouraged learning. Teachers did not provide appropriate challenge and support to support and extend students' learning.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes were linked to the school's curriculum. These assessments were largely set at the end of a module of work or at the end of the year. This was designed to give an indication of attainment. The recent introduction of some 'assessment for learning' practices was starting to have an impact in some subjects.
- The school was not yet using international benchmarks to moderate internal attainment scores or to determine the progress of complete cohorts or groups of students.
- Data produced by testing was analysed by the school but its interpretation was superficial. As a result, staff did not use it well either to chart progress accurately or to evaluate strengths and weaknesses in attainment.
- The school had analysed TIMMS and PIRLS test results, together with the results of the few students who had sat for ACER benchmark tests. They had started to modify the curriculum to focus more closely on the terminology used in these tests.
- Teachers had a reasonable working knowledge of students' general strengths and weaknesses. In the primary and middle phases the students were grouped according to their ability to work with one another. Peer evaluation and self-evaluation were also becoming more common. Teachers' marking of students' work or their comments during lessons did not help students understand how they could improve.

4. Curriculum

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

- The curriculum was reasonably broad and balanced, although the focus was more on the acquisition of knowledge rather than on the development of skills. In kindergarten the written curriculum covered a range of domains but practice largely focused on the teaching of English, mathematics and, to some extent, science.
- The curriculum, including that for Arabic as an additional language, was planned so that learning built appropriately on students' previous achievements. Students were adequately prepared for the next phase of education, within school and beyond. Students joining the school in grade 11 were not sufficiently prepared to enable them to make good progress during their two years at the school.
- The curricular options provided older students with choices that developed some of their interests and aspirations. Since the previous inspection, the school had made it possible for students to choose from increased subject combinations in response to their requests.
- Teachers planned some cross-curricular links but these were not often implemented in lessons and consequently did not help students to transfer and practise their learning in different subjects.
- The school conducted periodic reviews and developed its curriculum to ensure adequate provision in most subjects. The school had analysed the data from the international benchmark tests for which some of the students were entered. Staff were at the initial stages of using this information to modify the curriculum to address gaps in learning.
- The school taught UAE social studies through stand-alone combined social studies lessons. This was done by extending the Indian CBSE social studies programme by adding several components of UAE social studies from Ministry of Education textbooks. Students' learning about UAE social studies was also evident in school activities, displays and assemblies.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school had adequate plans to modify the curriculum to meet the needs of some groups of students. Positive examples of curriculum modification included an 'enhancement' programme to extend learning in English, mathematics and science and a 'bridging' programme between kindergarten and Grade 1. At a classroom level, teachers were starting to adapt what they taught to the needs of different groups.
- Students were offered extra-curricular opportunities in school and after school but the choices were limited and student participation rates were not high. Visits did not always relate closely to classroom work and were not always followed up. The 'boat design' project was an example of a community-based initiative that had been recognised within the greater Dubai community. Other examples of community involvement were less effective.
- There were displays of UAE culture in classrooms and hallways. The UAE national anthem was played daily at assemblies. National Day celebrations took place annually in school. School visits to mosques and inter-school competitions provided some exposure to UAE culture.

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

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

- The school had a child-protection policy and some training had been given to staff. Awareness amongst all staff of what to do in different circumstances was insufficient. Appropriate checks on all adults that worked in school had been made and stored in the central register. There were educational programmes that focused on cyber bullying and dangers of the internet.
- Arrangements to ensure safety were not supported by efficient procedures for identifying risk. Safety checks lacked necessary rigour. Supervision of students both in school and on transport was good. Systems for the arrival and departure of transportation were well-organised. Many points of entry into the school meant that security was incomplete making it difficult to monitor visitors.
- The buildings were maintained in a sound state of repair and all compliance checks related to fire and water were in order. The clinic had well-established procedures for dispensing treatment and efficient systems for the recording of incidents and the keeping of medical records.
- The premises were generally fit for purpose but many areas did not allow access to students with disability, although there were no such students in the school. The environment, for the most part, did not inspire learning.
- The school promoted healthy living through 'healthy eating' lessons taught within the curriculum by the school counsellor. There was also a regular programme of physical education to encourage healthy exercise. Display work around the school reinforced the message.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff-student relationships were characterised by courtesy, helpfulness, friendliness and mutual respect. Staff were aware of the needs of the students in their care. All students and staff observed a clearly-understood code of behaviour. As a result behaviour was well managed and students were compliant with the rules.
- Mechanisms for promoting and maintaining high attendance rates were a strong and effective feature of the school, which parents supported. Students' punctuality to lessons was managed through the exercise of teachers' regular vigilance.
- The school used a systematic method of gathering relevant information from all sources to identify students with SEND and those who were gifted and talented. Following admission, individual education plans and/or accommodation plans ensured the necessary support was planned. This inclusive school welcomed students with special educational needs and disabilities and gifted and talented students.

- Specialist staff provided effective support for students with SEND in the special classes. Support for students in mainstream classes was more variable and did not always meet their needs. Appropriate support was provided for students who were gifted and talented. The school had made some modifications to the curriculum to accommodate the widening range of special educational needs but these were not comprehensive.
- Students' wellbeing and their personal development were regularly monitored by appropriate personnel. Personal support, advice and counselling were offered to students as the need arose. Older students had access to information, advice and guidance on options for career choices.

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

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- Senior leaders ensured that there was an inclusive ethos. This was well supported by the SEND coordinator who was both qualified and experienced. Staff in the section of SEND were skilled and knowledgeable.
- The school identified the needs of students with SEND and worked with other teachers in preparing educational plans to meet their learning and development needs.
- Parents of students with SEND were generally satisfied with the educational provision provided for their children. There was regular communication and contact between parents and the school. Parents were kept informed of their children's progress.
- The provision of learning targets and support was especially effective in the special classes. Students' educational and vocational training needs were being met which helped them to become more independent. Provision for meeting the educational needs of students in mainstream classes was variable in quality.
- Students with SEND in the special classes made good progress from their starting points.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school's vision and direction were acceptable. The principal was strongly committed to developing provision for students with SEND. Senior leaders supported the UAE National Agenda as shown by their school improvement plan aspirations. They competently carried out their individual responsibilities around the school. Their understanding of their collective roles in school self-evaluation and improvement planning, was however not clear.

- Educational leadership was acceptable. Senior leaders had worked with heads of department to improve the curriculum over time. Middle leaders had additional responsibilities for staff training and monitoring of teaching quality. Leaders did not have a detailed understanding of best practice in teaching, learning and assessment. Governors acknowledged that the school should learn more from other schools in order to improve.
- Relationships were respectful but did not leave scope for challenge in decision making. The school communication system worked. However, the fact that a policy was in place was taken as an assurance that it was being carried out. The impact of policies such as those for health and safety was not reviewed regularly. Parents were satisfied with how the school communicated with them.
- The school had a limited capacity to improve. Senior leaders had overseen staff training but it was too broadly focused. They had arranged more monitoring of teaching quality but did not moderate the judgements to ensure consistency. Some improvements in teaching were beginning to emerge. Senior leaders understood that further efforts to improve were needed.
- Senior leaders had attempted to improve teaching and learning and aspects of management in response to the previous inspection report's recommendations. They had provided staff training but this had not improved standards of achievement. There had been more success in maintaining the standards children reached in the kindergarten. Leaders had ensured that the school complied with statutory requirements.

School self-evaluation and improvement planning

Weak ↓

- School leaders had chosen appropriate priorities for improvement, largely based on the recommendations in the previous inspection report and on their understanding of the National Agenda. The school self-evaluation was not based on a secure analysis of performance and did not give the school an accurate view of itself.
- Arrangements for monitoring the quality of teaching and learning were in place. Discussions with individual teachers on the quality of their work were generally helpful but not specific enough. Lesson observers' evaluations were not moderated which led to inconsistent judgements. Evidence from lesson observations was not analysed to give the school an accurate view of strengths and weaknesses.
- School improvement and action plans fitted well together but were not detailed enough. The timescales were too ambitious for any planned changes to have had an effect on students' achievement and on improving teaching quality. Information from school self-evaluation was not accurate enough to set a firm baseline for improvement or to monitor the progress of the plans.
- There had been little improvement over time. The examples of improvement in lesson planning, enhancement classes and in teachers' use of technology were not widespread enough. There had been no improvement in setting work to match students' needs. Critical thinking skills were not developed. Middle managers monitored teaching quality which led to individual but not overall improvement.

Partnerships with parents and the community

Good

- Parents had good access to the school which gave them the confidence to approach staff. It also helped them to understand how to help their children at home. Parents had been informed about the National Agenda, and those on the parents' council supported what the school was doing. Parents were not systematically involved in choosing school priorities for development.

- The school used a range of ways to get its message across to parents. It sought their views to some extent and the methods used were mostly successful. There was a good partnership with parents of students with SEND, particularly those in the special classes.
- There was regular reporting of students' progress both in writing and during face-to-face meetings. Parents valued these opportunities. If either parents or the school had concerns they generally acted promptly on them.
- Students were active in fund raising for local charity causes. They donated clothing to charities and also collected cans and plastic bottles to support recycling efforts. Local trips to places of interest were part of the school's curriculum. The school had links with other local Indian curriculum schools and gained support from sources in India.

Governance

Acceptable

- A range of stakeholders, including parents, was involved in school governance. Governors supported what the school was trying to achieve. They met regularly to maintain an overview of the school and were informed by reports from the principal. They did not seek out their own information or become involved in setting the school's priorities.
- Governors visited the school to keep abreast of some developments, such as building improvements. At meetings governors kept up to date with school issues but played no part in either school self-evaluation or in challenging the school's judgement about itself.
- The Governing Board supported the principal's priority to develop provision for students with SEND. It encouraged the school to use its internal expertise and some outside support to develop teaching quality further. It ensured that the school fulfilled its statutory obligations and had some effect on the overall school performance.

Management, staffing, facilities and resources

Acceptable

- The school day ran smoothly with well-established routines. Support and supervisory staff helped to maintain cleanliness and order. Parents expressed satisfaction with the operation of the school.
- Nearly all staff were qualified for their positions and they were deployed acceptably. Staff training had had some effect on improving teaching quality but this was not widespread.
- The premises were adequate for teaching the curriculum. Classrooms were compact and some had too many students for effective learning. Space for physical education was adequate but restricted to hard surfaces.
- The school had an acceptable choice of resources for teaching and learning. Technology to support teachers was available in most classes and staff were beginning to use this confidently. Students had limited access to learning technologies and there were shortages in science equipment.

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* 	2015-2016	84
	2014-2015	201
Teachers 	0	
Students 	74	

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

- Most parents and students were satisfied with the quality of education provided by the school.
- They were generally satisfied with the progress students made in most subjects, except in Arabic as an additional language where a significant minority indicated their dissatisfaction.
- Most parents and students were satisfied with the quality of students' personal development and the care provided by the school.
- A significant minority of students and parents were not satisfied with: the range of subjects and extra-curricular activities; the quality of careers education; the range and quality of resources, including learning technologies, and the extent to which school leaders listened to, and acted on, their views.
- A number of parents and students also voiced their concerns on the frequent turnover of teachers and the low quality of some of the teaching.

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