



The Elite English School

 Curriculum: CBSE

Overall Rating:

Acceptable



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Waheda
Type of school	Private
Opening year of school	1992
Website	www.eliteenglishschool.com
Telephone	04-2688244
Address	P.O. Box 51212 Dubai UAE
Principal	Mrs. Vatsala Mathai
Language of instruction	English
Inspection dates	10 to 13 October 2016

Teachers / Support staff	
Number of teachers	67
Largest nationality group of teachers	Indian
Number of teaching assistants	18
Teacher-student ratio	1:30
Number of guidance counsellors	1
Teacher turnover	7%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1,879
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	38
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	None
National Agenda benchmark tests	GL: CAT 4; Asset



The DSIB inspection process



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

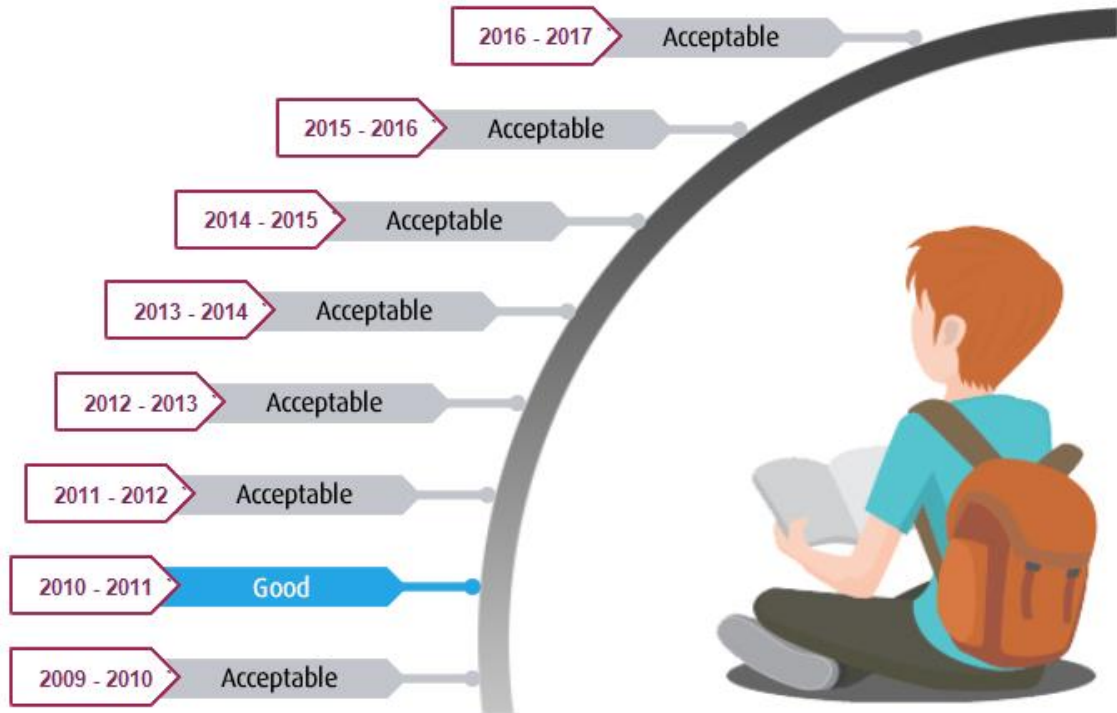
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Elite English School



- Elite English School has been open since 1992. At the time of the inspection, the school had 1,879 students, aged from 4 to 18 years; an increase of 279 students from the previous year. The principal has been in post since the school opened. The rate of teacher turnover had been reduced from previous years and is currently 7%.
- The three previous inspections have acknowledged strengths in students' personal and social development. Partnerships with parents have been reported as being consistently strong. In addition, achievements of students in English in the secondary phase have been consistently good.
- Recommendations over the previous three years have focused on matching the level of difficulty of work provided for the students to their abilities, and on the need for governors to hold school leaders to account.

Summary of inspection findings 2016-2017



Elite English School was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in English in the secondary phase are good. However there are weaknesses in the progress students make in Islamic education and Arabic as an additional language. In mathematics and science in all phases, students' achievement is acceptable.
- The personal development of students is good throughout the school and very good in the secondary phase. Students display a strong understanding of Islamic values and are keen to take responsibility and help the community.
- Whilst teaching is generally acceptable, examples of better practice can be found in secondary. However, assessment is weak in the three upper phases and acceptable in the Kindergarten.
- Curriculum design and adaptation remains acceptable, although there are weaknesses in modifying the curriculum to meet the needs of different groups of students. A wider range of extra-curricular activities is now available.
- Procedures to ensure the health and safety of students are now good. However, levels of care and support provided for students are acceptable. The identification of students with special educational needs and disabilities (SEND) is inaccurate, resulting in work not being matched to students' abilities.
- Self-evaluation and leadership in the school are acceptable. However, weaknesses in governance have resulted in systems of accountability being inadequate.

What the school does best

- Achievement levels of students in secondary English are good, which is reflected in results attained in the CBSE examinations.
- The personal development of students is good, and it gets better at the secondary phase. In addition, students' appreciation of the role and values of Islam in UAE society, and understanding of different cultures, is strong.
- Health and safety procedures are good. There is a bright learning environment for students.

Recommendations

- Establish a governing body that:
 - includes representation from all groups of stakeholders, and is independent of the school's leadership and management to eliminate any possible conflict of interest
 - holds school leaders to account for attainment, progress and learning outcomes of different groups of students in all year groups and for all subjects, especially those with SEND and gifts and talents
 - strategically manages the self-evaluation process to ensure that it accurately identifies weaknesses and provides direction on how to address them
 - scrutinises all data from international, national and internal assessments to ensure their reliability and integrity in a way that informs school planning and self-evaluation.
- Create an assessment system that:
 - guarantees the integrity and accuracy of data and ensures that it is used to inform lesson planning
 - involves all staff in the analysis, moderation and use of data to identify starting points in learning for all groups of learners in every subject
 - enables the teachers in every subject, especially Islamic education and Arabic as an additional language, to match differentiated work to the abilities of students, and to provide meaningful feedback through quality marking of their work
 - is monitored effectively by senior and middle leaders to inform staff training needs and to provide evaluative feedback to teachers on the quality of their teaching.
- Improve provision for students with SEND by:
 - accurately identifying students and their needs and matching both placement and learning opportunities to their abilities
 - accurately evaluating weaknesses in policy and addressing them to ensure that the curriculum is modified effectively, resulting in appropriately challenging work being provided and progress in learning being accelerated
 - promoting inclusion in the school's admission policy and planning opportunities which enable students to fulfil their potential and be prepared for successful futures.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter (NAP) benchmarks is inconclusive, as the data is not statistically reliable.
- Professional development has been arranged for middle managers on the selected National Agenda Parameters for 2016/17. Any effective analysis of the National Agenda parameter report has not been possible, as the data is unreliable.
- Little adaptation of the curriculum to meet the requirements of PISA and TIMSS is evident in any curriculum area.
- Few effective adjustments are made to teaching strategies or student activities to promote critical thinking, enquiry and investigation. Better examples are seen in secondary English, where skilful open ended questioning promotes critical thinking in some lessons.
- The IBT individual reports are not discussed with students. As a result, students are not able to identify gaps and set targets for improvement of their performance. Very few resources have been deployed to support the development of effective research skills. Systematic use of technology is not a common feature in the teaching and learning programme at the school.

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

Innovation in Education

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










Promoting a culture of innovation:

- The skills that promote innovative thinking are not evident during lessons. However, students are keen to be provided with opportunities to undertake projects which enable them to think differently. Through the student council, a small group of students has lobbied senior leaders to develop innovative and sustainable approaches to the environment. The curriculum is not modified in a way that promotes innovation, although the concept of innovation is promoted in assemblies and extra-curricular activities. School leaders have yet to develop a strategic approach to the national priority of innovation.

Overall school performance

Acceptable

1 Students' achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good ↑

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	Good ↑	Good ↑	Good ↑	Good ↑
Social responsibility and innovation skills	Good ↑	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- Children make good progress in English when what they have learned is measured against their starting points. Older children are better able to use their speaking and listening skills to process and share their learning with others. The phonics programme has provided a foundation from which children are able to blend sounds and read some sight words appropriate to their age. Their writing skills are still developing, which is illustrated when they label objects and write short sentences to describe their work.
- Children's knowledge and skills are at expected levels in mathematics. This shows they are making acceptable progress in relation to their assessed starting points and as measured against learning objectives. Most children have age-appropriate number and operation knowledge and are able to demonstrate their understanding of measurement and geometry. For example, they can compare and contrast shapes and determine weight using non-standard tools. However, the use of worksheets rather than hands-on materials prevents them from developing a deeper grasp and application of their learning.
- In science, most children are secure in their understanding of the world and make expected progress as they use their curiosity and sense of wonder to investigate scientific concepts. Through daily activities and lessons, their understanding of the weather, living and non-living things and a healthy lifestyle is progressing adequately. The children are able to use basic observation skills to discuss their learning. Enquiry and investigative skills are in the early stages of development and, therefore not as well developed.

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

- In Islamic studies, most students' knowledge and understanding are in line with curriculum expectations. Most students have a basic knowledge of the key principles of faith and worship in Islam. They have detailed knowledge about fasting, prayers and zakat. In addition, they have acceptable knowledge about the Prophet's life and of those of his companions and followers. They can recite the Prophet's sayings appropriate to their age. However, given that most students start the primary phase with good knowledge and strong support from families, the pace with which they learn during lessons is weak.
- In Arabic as an additional language, most students attain levels in line with Ministry of Education (MoE) curriculum standards. In lessons, students demonstrate secure knowledge, understanding and language skills, particularly in listening and reading. However, their responses generally are limited to words and phrases. Writing and speaking skills are under-developed. In lessons most students make expected progress overall. Progress in writing is less secure, particularly in the upper primary year groups.
- In English, students attain in line with curriculum standards. External data for students is not available, which prevents comparison with national and international standards. Students are making acceptable progress in skill development. However, by the end of primary, most students struggle to apply grammatical features to their limited written work. There are good examples where students are challenged with independent research opportunities and defined collaborative work with peers, but these opportunities are not consistently provided. There is a disparity in achievement, with boys generally doing better than girls.
- Most students' work in mathematics is in line with curriculum standards. No international comparison data is available. Progress is weaker in the lower grades where more teacher-centred learning is evident. In lessons, most students demonstrate acceptable levels of knowledge and understanding when the level of the learning objectives is appropriate. Skill development is inconsistent. In better lessons, students are provided with more challenge and are engaged in enquiry and problem solving. When they have opportunities to explain their mathematical understanding, students demonstrate confidence in the use of complex vocabulary. Boys perform better than girls.
- In science, most students attain in line with curriculum expectations. Internal assessment data indicate an understanding of scientific concepts by the majority of students, which is above curriculum expectations. This understanding is not always evident in lessons or in their work. Most students can use appropriate scientific vocabulary with ease. Practical skills, however, are limited, with little opportunity for investigative work, and simple hypothesising and testing. This pattern is maintained over time, hindering the development of higher order thinking.

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

- In Islamic studies, most students' knowledge and understanding is in line with curriculum expectations. They show appropriate knowledge of Seerah as they relate stories of some prophets of Allah, and share information about prophets such as Musa and Yousef. The majority of students are making clear progress in understanding Seerah and Islamic etiquettes. However, the children's recitation skills are less well developed.
- In Arabic as an additional language, students' attainment and progress are weak. Most students have adequate reading skills. Their comprehension skills are basic, which limits students to finding basic facts in text. Students' speaking and writing skills are below age-related expectations. These remain under-developed because of the lack of challenge and the absence of rigorous assessment, preventing students from knowing how well they are learning Arabic.
- In English, most students attain in line with curriculum standards. External data is not available to benchmark students' achievement against national and international standards. Progress is slow in lessons. This is also evident in students' work, with teachers and students unaware of starting points. Development of reading skills is age appropriate. However there is little opportunity for extended writing. Overall, the lack of in-depth questioning and critical thinking opportunities slow the rate at which students learn. This results in no better than acceptable progress and attainment for students.
- In mathematics, most students attain in line with curriculum standards. No international comparison data is available. Expected levels of knowledge and understanding are evident; students are confident in describing their work using accurate terminology. Skill development is weaker. In the better lessons, learning is supported with practical resources. Progress is enhanced when students are challenged to solve problems and think critically. However, this is not common. Students engage better when teachers use real life contexts. Boys show stronger attainment than girls.
- In science, most students attain in line with curriculum expectations. Whilst internal tests indicate that the attainment is good, in lessons attainment is only acceptable because investigative skills and more complex learning tasks, such as data analysis, are underdeveloped. The lack of external assessment data prevents comparisons against international and national standards. Most students are not challenge sufficiently and, consequently, their progress is only acceptable.

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

- In Islamic education, most students' knowledge and understanding is in line with MoE curriculum expectations. Students have basic knowledge of Islamic concepts. For example, they know the difference between Haj and Umrah. Given their starting points, the progress they make in developing a deeper level of understanding of Islamic rulings and values is weak. Their awareness of how these relate to their everyday lives, and their progress in memorisation and recitation skills of the Holy Qur'an, are not sufficiently developed.
- In Arabic as an additional language, students' attainment is below MoE curriculum expectations. Internal written assessments do not give accurate information because they do not sufficiently challenge most learners. Students have not developed age-appropriate writing and speaking skills. They are slowly developing reading and listening skills and sentence structure. Limited progress is shown in lessons and against starting points, particularly in extended and creative writing. Steady progress is made in reading. Students have begun to analyse text but answers are brief and limited.
- In English, the majority of students attain above curriculum expectations. Results in the CBSE external examinations showed good and very good achievements for students. Their progress is much more pronounced at this level, with research and questioning skills much more developed. The majority of students know their starting point, strengths and weaknesses, and often make links to other content areas, like science and to relevant everyday contexts. The gap in performance between girls and boys is less evident in this phase.
- The work of most students in mathematics is in line with expected curriculum standards. CBSE external results and internal data show acceptable attainment. Boys perform more strongly than girls. Students demonstrate the expected levels of knowledge and understanding whilst their skills are less well developed. Students work co-operatively and efficiently to solve problems but are rarely engaged in critical thinking. In the better lessons, more challenge is provided and the mathematics is related to real life.
- In science, both internal and external testing indicates that attainment is in line with curriculum standards for most students. Attainment and progress are restricted by limited challenge and support for all students. In lessons, there is an emphasis on mastery of content, with little skill development. Thus, opportunities for critical thinking, hypothesising and problem-solving are rare. Students' achievements over the previous three years have remained similar, due to the lack of a systematic approach to learning in science.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good ↑

- Most students demonstrate a willingness to learn. However, the way lessons are often structured, prevents them from taking full responsibility for their learning, resulting in dependence on teacher intervention. In many lessons, students are passive recipients of knowledge rather than active participants in developing skills. There are exceptions, particularly in the secondary phase, where students enthusiastically undertake investigative work.
- The opportunity to work in groups is appreciated by students. In many lessons, this enthusiasm is not utilised. Students are not provided with sufficient time or direction as to how they can learn from each other, when working together. When given the chance, in some secondary classes, especially in science and English, students work together well to produce good quality presentations and research.
- In better lessons, teachers enable students to understand their learning in different contexts. However, in many lessons connections are not made, which results in the learning lacking purpose and students being prevented from solving problems.
- Even though students are very keen to investigate and think deeply, most do not engage in discussions and activities that extend their learning, such as asking deeper level questions and thinking critically to solve problems.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good

- Students demonstrate a strong sense of independence and self-reliance where they are free to question and not afraid to take risks. Outside of lessons, self-reliance is a particularly strong feature of secondary school students.
- Students respond well to criticism from adults and peers, and are encouraged to work together to solve behavioural issues. In lessons, students are made aware of the school rules, securing their commitment to positive behaviour. Most students say they feel safe in class and at school.
- Students often take the lead in showing tolerance and respecting differences. They are proactive in supporting others through the school's "Buddy System" which encourages positive interaction and a strong sense of responsibility. Students with SEND feel supported by their peers.
- Most students participate willingly in physical activities after school and in PE classes such as cricket, basketball and Zumba, for both boys and girls. Students have developed awareness of healthy lifestyles through activities, where topics such as breast cancer are addressed.
- The large majority of students arrive at class on time. School attendance is around 98 percent. Late bus arrival makes some students late for morning assemblies. This prevents them from participating in, and celebrating, their own culture and sharing in the promotion of Islamic values.

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

- Students demonstrate a clear understanding of the importance of Islam in modern society in Dubai, and they respect and appreciate Islamic tradition. They are able to talk about mosques and fasting, and discuss some Islamic values. Students' good level of understanding is supported well at home.
- Students exhibit positive attitudes towards the heritage and local traditions of the UAE and can explain their relevance to people in Dubai. They can describe some of the main sporting activities which are traditionally enjoyed in Dubai, and many other key features of the UAE culture and heritage.
- Students have a clear understanding and awareness of their own culture. The majority is familiar with the culture of other countries but awareness of other Arab cultures is not as strong.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good ↑	Good	Good	Good

- Students demonstrate a sense of community and environmental responsibility. The students' council takes initiative in keeping the school playground and surrounding area clean and safe. Students across all phases actively support collection of donations to the Sharjah Breast Cancer Research. Some students in the middle school run campaigns to clean up local beaches and generally improve the environment. However, this opportunity is not provided to all students.
- Students are proud to be part of the school. They demonstrate a positive work ethic in school and during summer holidays, when joining the vacation homework programme. They are beginning to develop creativity and entrepreneurship skills. They can demonstrate these in science competitions and in their participation in the "Model United Nations". However, these opportunities are insufficient to enable involvement of all students.
- Students take steps in improving their school environment. Kindergarten children are encouraged to save water and they participate in the "grow green" project. Older students show care for their environment by growing plants, and have initiated a project to build solar panels to power science labs. However, students do not demonstrate sufficient awareness and understanding of local and global environmental issues, and how they can contribute to sustainability and conservation.

3. Teaching and assessment

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

- Teachers in all phases have a secure understanding of their subjects. With the exception of teachers in the secondary phase, their understanding of how students learn is less secure. In good lessons, understanding is reinforced by rephrasing a student's thinking to ensure a firm comprehension of a concept, and work is differentiated through appropriate questioning and application of the task.
- Effective time management is not built into lesson planning. This prevents tasks from being completed in lessons. Where learning is better, time is used well, with productive group and other tasks that engage all students. Learning objectives are shared but are often unclear. In many lessons teacher-talk dominates, at the expense of student involvement. The learning environment is not used to foster engagement.
- Across all phases, questioning is frequently closed, with insufficient time given for students to formulate a response. Where it is good, it is open and encourages discussion and thinking. In some lessons, tasks are engaging, but opportunities to deepen understanding are missed because insufficient time is allocated to explore outcomes.
- In most phases, teachers do not adequately meet the learning needs of all students, including those with SEND. There is little evidence of different work being offered to support or extend understanding in the Kindergarten, primary and middle phases. In the secondary phase, where different opportunities are offered, most students are engaged and better challenged, resulting in a positive impact on their attainment and progress.
- There is little evidence of student engagement in critical, deep thinking, problem solving or independent learning. There are opportunities, but these are not grasped often enough. There are a few examples of innovation and higher-order thinking in the secondary phase.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak ↓	Weak ↓	Weak ↓

- Internal assessment processes are linked to curriculum standards. However, with the exception of Kindergarten, inconsistent application of these processes have led to some unreliable data. Internal assessment tends to focus on testing knowledge, whilst understanding and skills are not adequately measured. This reduces the effectiveness of the school's assessment as a true measures of progress.
- At the primary and middle school phases, international benchmark assessment data is statistically unreliable. At the secondary level, CBSE results provide a reliable comparison with performance of students internationally.
- Some analysis of assessment data is performed. However, information about students' progress, as individuals and groups, is underdeveloped and inadequate. Tracking of students' progress is commencing and proving to be useful. Communication of centralised assessment data to classroom teachers is not consistent or efficient. Monitoring of the use of assessment data by teachers to drive curriculum planning, teaching and learning is not in place.

- Teachers make some use of the assessment data to plan their lessons but this is inconsistent. Data rarely informs teaching and curriculum planning in order to meet the needs of all student groups. An example is the clear underperformance of girls in most areas. There is no evidence that the data is influencing curriculum choices or teaching to assist girls to make better progress.
- Students are often given oral feedback on their work in class. Although books are marked regularly there is little helpful written feedback for students on how to improve. Student self-evaluation of their own work, and that of others, is a very rare feature and not yet built into the school's assessment processes. Students may know the results of their assessments but not the next steps to improvement.

4. Curriculum

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

- A reasonably broad and balanced curriculum is provided. This is comparatively more balanced in the Kindergarten than in other phases. It lacks clear structure in physical education, fine arts and performing arts. Knowledge acquisition is emphasised rather than development of skills, especially in the sciences, Islamic education and mathematics across all phases. Arabic standards are not clearly reflected or defined in the curriculum.
- The curriculum is planned but there are inconsistencies in progression in key subjects. The way each phase builds on previous learning is not as evident in English. It does not address sufficiently the needs of certain groups of learners; for example, girls and boys, more able students and those with SEND. Secondary students are suitably prepared for higher education through appropriate career and guidance programmes.
- Curricular options are provided for senior students in science and commerce streams. The school is planning to introduce an arts stream with subjects such as political science, psychology, history and sociology, to allow more choices that develop students' interests and aspirations.
- Cross-curricular links are planned but are not consistently implemented in all subjects. However, a few links are evident in science and social studies lessons resulting in students being able to transfer their learning from one subject to another.
- The curriculum is periodically reviewed but not in a systematic, focused and effective way. Islamic education has not been included in the periodic reviews, resulting in weaknesses in provision and the academic needs of students not being met. Reviews in Kindergarten are better, allowing for some modifications based on the learning needs of the children to be made.
- The school integrates adequately the UAE social studies curriculum with CBSE lessons across grades 1 to 9. Interesting lessons are observed relating to the transport system and oil production in the UAE. Teachers have secure knowledge and some are skilled at making connections to real life situations.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Ineffective review of the curriculum, and inadequate analysis of assessment data, prevents modifications of the curriculum from being as effective as they should be. As a result, the curriculum does not always meet the needs of most groups of students. This is a particular issue in Arabic and Islamic education. In Kindergarten, modifications in curriculum plans to meet the needs of different groups of children are not consistently implemented.
- Opportunities for innovation, enterprise and creativity are limited and inconsistently applied across different grades and subjects. There are some opportunities for children in the Kindergarten to participate in art and music activities, but there is little in the planning for children to be creative and innovative. Extra-curricular after-school activities, like cricket, football and music benefit students.
- Many appropriate links are made with Emirati culture and UAE society. For example, student-led assemblies, visits to mosques and heritage centres, celebration of national and flag days, all help to develop an understanding of UAE culture among students. A particular example is when prayer time is discussed in a mathematics lessons to illustrate time. These opportunities are not systematic.

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

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

- The safety and welfare of the students is a priority for the school. Policies and procedures ensure that students are safe and secure while at school, as well as when using social media. All staff, students and parents are aware of the child protection policy and understand their roles in safeguarding students both during, and after school hours.
- The arrangements to ensure health, safety and security are comprehensive and well organised. Visitors are required to sign in and out and wear a visitor badge. Security cameras are used both inside and outside the school. Bus arrival and dismissal and parent drop-off and pick-up are well supervised and orderly. Students feel responsible for keeping their school clean and safe.
- The indoor and outdoor areas of the school are all well maintained and checked daily. The quality of maintenance and record keeping is detailed and current. Medical and incident reports, including those for student vaccinations, are accurate and up-to-date.
- The school premises are inviting and suitable for all students. Outdoor areas are covered and classrooms are well arranged to create adequate learning spaces. There are ramps at each entrance to allow for students with disabilities. There is no elevator to access the upper floors of the school.
- The school promotes healthy living in its curriculum and in the daily life of the school. Lesson plans include a focus on the importance of diet and exercise. Students have access to fresh drinking water, participate in physical education classes and are encouraged to bring healthy snacks and lunches.

	KG	Primary	Middle	Secondary
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- The positive relationships between staff and students, and the consistently applied behaviour management systems, ensure students throughout the school can engage in their learning without interruption. Students have a good understanding of the disciplinary codes and procedures with the result that poor behaviours are rare.
- Parents understand the importance of regular attendance and are swiftly contacted regarding any unexplained absences. Whilst the majority of students arrive at school in time for the morning assembly, a small proportion are late, due to late bus arrival, thus missing the opportunity to participate with the school community in this time of reflection and celebration.
- School leaders promote and celebrate the inclusive ethos of the school. However, the procedures to identify the specific learning needs of students, are not sufficient to enable an accurate categorisation, resulting in provision not being matched to their needs.
- Very few students within the school have been identified as gifted and / or talented. Together with students with SEND, they do not have enough opportunities to benefit from a curriculum that has been modified to meet their needs.
- Students with personal and academic concerns can seek confidential advice from the school counsellor. The counsellor and teaching staff support the older students in their career choices. The established programme of visits by representatives from national and international universities provides students with guidance and information from which they can plan the next stages of their education or employment.

Inclusion

Provision and outcomes for students with SEND

Acceptable ↓

- Governors have shown a commitment to inclusion through the appointment of a team of specialist staff who are able to provide guidance and support for the wider teaching community in the school. Despite this, the quality of provision remains inconsistent, in both the specialist provision and in mainstream classes, as rigorous monitoring and review practices are not well established.
- Systems and procedures for the accurate classification of students' learning needs are not sufficient or accurate enough to ensure teachers make appropriate modifications to accelerate students' progress. The individual learning plans of students with SEND are too often linked to curricular targets, rather than focusing on reducing the identified barriers to learning faced by the individual students.
- Parents have developed positive relationships with specialist staff. They perceive themselves as partners in their children's education. They would however, like the school to provide more opportunities to celebrate and develop their children's strengths and talents in addition to addressing their academic attainment.
- The restructured programme offered in the specialist centre is hindering the students' opportunities for increased integration into mainstream education. The vocational studies programme is not

effectively personalised to meet students' individual learning needs or to prepare them adequately for their next stages in education or employment. Students have limited opportunities to develop skills in the use of new technologies.

- Whilst progress made by students with SEND in mainstream classes is similar to that of other students, their progress in the specialist provision is weaker.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The leadership team has set a direction and the vision statement is displayed around the school. There is a clear commitment to inclusion but understanding of what inclusion means, and how to implement it, is inconsistent amongst school leaders. As a result, provision is not always matched to the needs of different groups of students.
- Leaders' focus on personal development has resulted in positive outcomes in this domain. However, outcomes relating to student achievement are not consistent. This is partly due to a lack of in-depth knowledge of how to analyse and use data. Middle leaders are willing to drive improvement but senior leaders lack clarity of direction and understanding of how to measure the effects of actions taken.
- Middle and senior leaders work well together and are keen to learn from each other. They are all united in their desire to learn and improve opportunities for students. However, middle leaders are not consistently clear about what is required of them, particularly in the area of assessment.
- There is a consensus among leaders that improvements in learning and assessment need to take place. However, the systematic approach required to deliver these improvements is not evident. Governors and senior leaders are not equipping leaders at all levels with the knowledge and skills necessary to have significant impact on learning outcomes.
- The school is compliant with all statutory and regulatory requirements and leaders are quick to respond to any concerns. Concerns about health and safety have been fully addressed. Other improvements required, such as those related to learning, are not happening quickly enough to meet the needs of all students and their families.

School self-evaluation and improvement planning

Acceptable 

- There is a new school self-evaluation practice in the school but its implementation is in its early stages. Nevertheless, leaders are realistic in their view of the school but they are not systematic in addressing priorities for improvement. The data available to support self-evaluation processes is currently unreliable. The school is taking steps to address this issue.
- A process for monitoring of teaching and learning is in place. It is not systematic nor sufficiently linked to either the professional development programme or to improving student outcomes. Lesson observation feedback focuses on processes of teaching rather than its impact on learning. Opportunities are not provided for a quality dialogue about learning outcomes.
- Although the school improvement plan provides direction on what actions need to be taken to improve learning outcomes, there is no process for measuring the effect of those actions. There is a commitment to achieving the UAE goals but targets are not integrated fully into the plan. As a result, any required improvements in student achievement are inconsistent across the school.
- The lack of a rigorous self-evaluation process involving all stakeholders has prevented sustained improvements over time. Differentiated work matched to students' abilities remains a priority after a number of years. There are improvements in the health and safety provision, and aspects of personal development.

Partnerships with parents and the community

Good

- Parents feel involved in their children's school experience and their views are listened to. The school is always open to them and they feel welcome. Parents are members of the parent-teacher association and there is a parent representative on the governing body. There is no direct parental involvement in the school's development planning.
- The school regularly communicates with parents through different media, such as the website, newsletters, circulars, telephone calls, text messages, as well as formal letters. Parents feel informed about learning and progress and that they are treated as partners.
- Parents attend feedback evenings and they receive regular formative summary reports. These contain grade and percentage information. They do not contain any evaluative narrative, or evidence of progress over time.
- Parents express their appreciation of the school's involvement with the community. This includes participation in the "Model United Nations". Additionally, students and parents are involved in beach clean ups, visits to old people's homes and the "Dubai Cares" projects.

Governance

Weak ↓

- The governing board has representation from different groups of stakeholders. The roles and responsibilities of some staff members of the board conflict. Consequently, meetings yield little information about how well different groups of students are doing, and the strengths and weakness of teaching and learning.
- The absence of a clear system of governance, where each governor has a defined role, restricts the board's capacity to hold school leaders to account. The dual role of staff members results in their often holding themselves to account. Consequently, complete information about students' learning and personal development is not fully understood by other board members.
- The work of the governing board is not systematic enough to enable it to exert a positive influence on the school's leadership and direction. This results in inconsistencies in students' achievements, and in the school being prevented from moving to the next level.

Management, staffing, facilities and resources




Acceptable

- Most aspects of daily school operations are well organised. Assemblies and lessons are planned and timetabled appropriately. Some students are unable to celebrate and participate in assemblies because of bus schedules. There is a routine gathering of information on attendance, punctuality, student achievement and other aspects of school provision. This is not systematically analysed to inform planning or address concerns.
- Staff benefit from continuing professional development. However, not all staff are fully qualified. Induction and training is not sufficiently followed up and evaluated to measure the impact it has on learning outcomes for students. Support staff are not used effectively to assist teaching and learning.
- Staff are working hard to provide a bright and stimulating working environment. There are specialist rooms such as the 'maths lab' and library. These are under-used and, consequently, opportunities are missed to promote creative and independent work. There are plans, yet to be implemented, to use corridors and other areas as learning spaces to enable students to engage in more active learning.
- A range of resources, such as activity packs, have been provided to promote a more active approach to learning. These have yet to be used systematically to have impact on students' outcomes. A prayer room is available but is not always accessible for students and staff. The 'bring your own device' programme is improving student engagement in the secondary phases.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	421
	2015-2016	87
 Teachers	52	
 Students	97	

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

- Most parents are satisfied with the quality of education provided, and feel that students are cared for in school. Almost all parents feel that their children are safe in school and on school transport.
- A large minority of parents does not agree that their children's special educational needs have been identified or that their children are supported in their learning. The findings of the inspection team supported the view that identification of students with SEND is not accurate enough.
- Similarly, a large minority of parents does not agree that the school helps to prepare their children to browse the Internet and to use social media safely. However, there the inspection team did not find this to be the case and that the school does support students in accessing social media and the internet safely.
- Most students feel that there is an adult in school who really cares about them, tells them when they do a good job and notices when they are not there. They also feel that there are adults in school who always wants them to do their best and who believe that they will be a success.
- Most students feel that teachers are helpful and support them well in their learning, and are interested in their schoolwork.
- Teachers' responses were overwhelmingly positive with regard to all aspects of the questionnaire.

What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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