

Inspection Report



Dubai International Private School - BR

2014-2015



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

www.khda.gov.ae



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School information



General information

Location	Al Quoz
Type of school	Private
Opening year of school	1999
Website	www.dis.sch.ae
Telephone	04-3380370
Address	Al Quoz – Al Meydan Street. P.O Box 125676
Principal	Dr. Akram Zayour,
Language of instruction	English
Inspection dates	16 th - 19 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2187
Number of children in Pre-K	None
Number of Emirati students	1475
Number of students with SEN	29
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	137
Largest nationality group of teachers	Lebanese
Number of teacher assistants	19
Teacher-student ratio	1:25
Number of guidance counsellors	1
Teacher turnover	2%



Curriculum

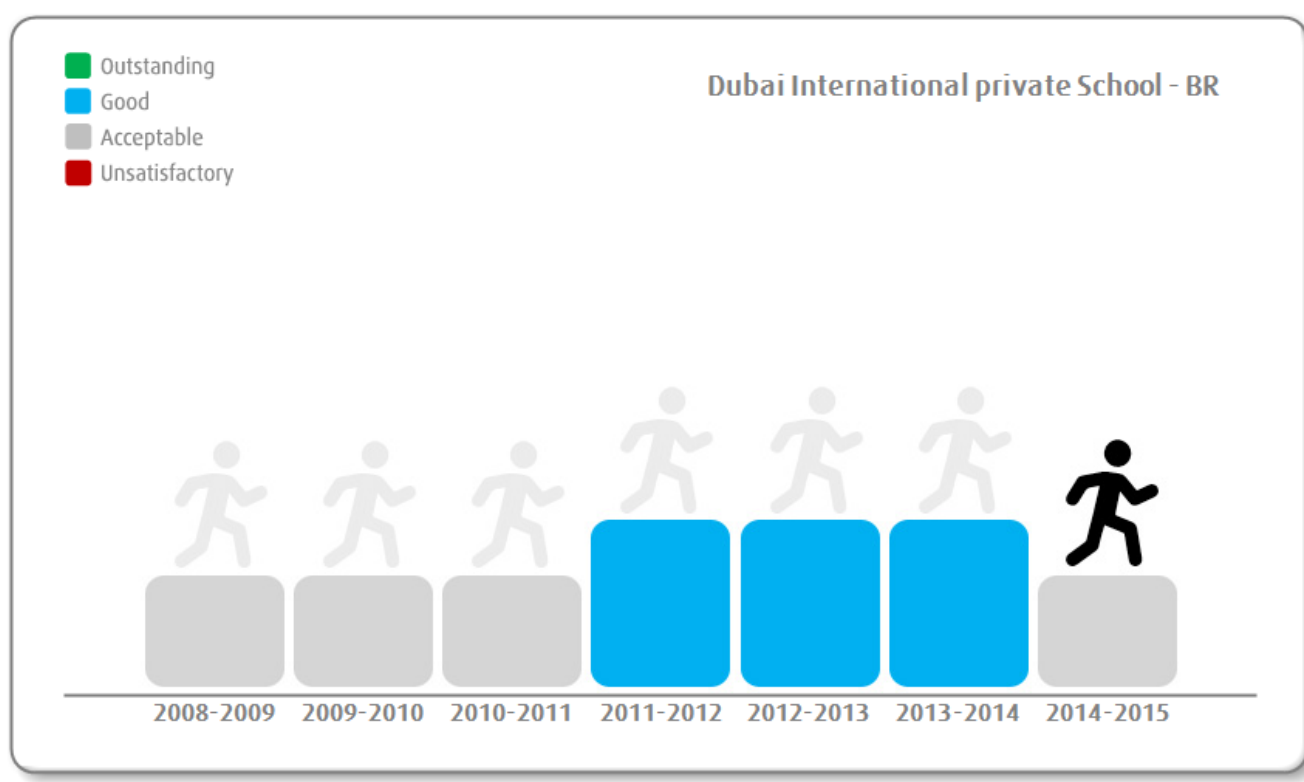
Educational Permit	US
Main Curriculum / Other	US, Next Generation Science
Standardised tests / board exams	ACER, IBT, SAT, IELTS, TOEFL, CEPA
Accreditation	AdvancED



Dear Parents,

Dubai International Private School - BR was inspected by DSIB from 16th - 19th February 2015, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in Islamic Education were good in the Elementary, Middle and High Schools.
- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- Students' attainment and progress in all key subjects were good in the High School.
- The students' personal and social development was outstanding in the Kindergarten and good in the rest of the school.
- The protection and support of students across the school was outstanding.

Areas for improvement

- Provide a curriculum that offers sufficient subject choice for students to ensure breadth of learning and appropriate progression from year to year.
- Ensure that all student assessment data is valid and in alignment with international standards and use this to provide challenge for the most capable students and support for weaker students.
- Ensure that all teaching is appropriately matched to the students' learning needs and encourages them to be independent learners.
- Provide students with special educational needs the appropriate support they require to make good progress in all subjects.
- Develop the school improvement plan to be clearly based on an accurate analysis of the school's strengths and weaknesses.
- Ensure that the governors hold the school fully accountable for the academic improvement of all students.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Dubai International private School - BR



How well does the school perform overall?

Overall, Dubai International Private School (Br) provided an '**Acceptable**' quality of education for its students.

- Children's attainment and progress in English, mathematics and science were good in the Kindergarten. Students' attainment and progress in all key subjects were good in the High School.
- Students' personal and social development was strong, particularly in the Kindergarten.
- Teaching in the Kindergarten and the High School was more consistent in planning differentiated learning to meet the needs of all students. Lessons in the Elementary and Middle Schools did not routinely allow students to learn independently, to enquire and to think critically.
- The curriculum did not consistently offer a range of subjects and choice to meet students' abilities, interests and needs.
- The school provided a high level of protection and support for students. There was regular advice and guidance for older students to ensure they understood the choices and requirements for further education and careers.
- Leaders were not fully effective in their role as they had not accurately identified and acknowledged the areas that needed most improvement. Management, facilities and resources effectively supported learning. However, most teachers did not have a recognized teaching qualification.



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

- There was an early intervention support program from the Dubai Early Childhood Development Center for children in the Kindergarten. Older students made acceptable progress from their starting points.
- Curriculum modifications and support for students with special educational needs were stronger in the Kindergarten and the Elementary School but weaker in the Middle and High Schools.
- Support classes gave needed support to students in Grades 1 to 6. Older students received limited tutorial support once a week after school.

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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Good	Acceptable ↓	Good
	Progress	Not Applicable	Good	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good ↑	Good ↑	Good ↑
	Progress	Not Applicable	Acceptable	Acceptable	Good ↑
 English	Attainment	Good	Acceptable	Acceptable ↓	Good
	Progress	Good ↓	Acceptable	Acceptable ↓	Good
 Mathematics	Attainment	Good	Good	Acceptable ↓	Good
	Progress	Good	Good	Acceptable ↓	Good
 Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable ↓	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Elementary	Middle	High
Personal responsibility	Outstanding	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
Community and environmental responsibility	Outstanding	Good	Good	Good

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable ↓	Acceptable	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Good	Good	Good

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

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



School Inspection Report

Overall school judgement

Acceptable ↓

Key strengths

- Students' attainment and progress in Islamic Education were good in the Elementary, Middle and High Schools.
- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- Students' attainment and progress in all key subjects were good in the High School.
- The students' personal and social development was outstanding in the Kindergarten and good in the rest of the school.
- The school's arrangements for the protection and support of its students were outstanding throughout the school.

Changes since the last inspection

- Students' attainment had improved to good in Arabic as an additional language in the Elementary, Middle and High Schools. Students' progress in this subject was good in the High School.
- Students' attainment and progress had declined to acceptable in English in the Middle School. Students' progress in English had declined to good in the Kindergarten.
- Both attainment and progress had dropped to acceptable in mathematics in the Middle school.
- Teaching and learning had declined to acceptable in the Elementary School.
- Curriculum had declined to acceptable in the Elementary, Middle and High Schools.
- The effectiveness of leadership, self-evaluation and improvement planning and governance had declined to acceptable.


Recommendations

- Ensure greater cohesion and breadth in the curriculum, and effectively review and map the curriculum across all subjects and phases to provide clear progression.
- Validate students' internal assessment data against appropriate external standards and international benchmarks, and use data in lessons to provide effective challenge and support to students.
- Implement effective teaching strategies that ensure differentiation, critical thinking, independent learning and feedback to students as a routine part of all lessons, particularly in the elementary and middle phases.
- Ensure that all students with special educational needs have access to the support services and in-class support they need to make good progress.
- Improve the effectiveness of leadership and self-evaluation so that there is a clear direction for school development based on an accurate analysis of the school's strengths and weaknesses.
- Ensure that the governors as a priority, hold the school fully accountable for the students' academic performance.




 Improved from last inspection

 Declined from last inspection

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







KG		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good 
Mathematics	Good	Good
Science	Good	Good

- Children made good progress in English as their second language. They could identify most letters of the English alphabet and pronounce their sounds. Older children recognized a selection of high frequency words, could blend some sounds and read 3 and 4 letter words. Most children listened attentively and followed instructions. They could talk about features of books such as the title and characters. The majority of children were working above curriculum expectations, for example, they could sequence a simple story. They could perform a simple role play of life on a farm.
- Most children had a good understanding of mathematical concepts and skills. Most could count to 20 or more. Older children could do simple addition. Most could match using one-to-one correspondence and sequence simple patterns. They were able to identify shapes and colors.
- Most children made good progress in their understanding of the world around them such as the earth and living things. Older children could explain, in the garden they planted, what elements plants needed to grow. They understood the importance of recycling. Children's enquiry and investigative skills were developing.

Elementary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good 	Acceptable
English	Acceptable 	Acceptable 
Mathematics	Good	Good
Science	Acceptable	Acceptable



- In Islamic Education, the majority of students could accurately recite the prescribed verses of the Holy Qur'an. Girls in particular had a good understanding of the pillars of Islam and Iman and of prescribed acts of worship. Most students in Grades 4 to 6 had developed their research skills on the prescribed curriculum topics such as the life of selected caliphs and prophets.

- Students' strongest skills in Arabic as a first language were listening and responding. In some instances, students had few difficulties understanding the high level of classical Arabic spoken by their teachers. In the upper grades, the majority of students could fluently express their ideas.
- In Arabic as an additional language, students understood the teachers' spoken standard Arabic in explanations, questions and instructions. The majority of students were working above expected levels, for example, they could speak with accuracy and fluency about themselves, their families and other familiar topics. They could decode Arabic sounds, read and understand short texts on familiar topics. They could use learnt words to write short sentences and write answers to a few comprehension questions. However, most students made acceptable progress as they were not challenged appropriately.
- In English, most students could identify different parts of speech and had developed a satisfactory range of vocabulary. Most students could construct simple sentences and could read accurately what they had written. The quality of hand writing was inconsistent.
- In mathematics, the majority of students had developed a good knowledge of number skills; including their understanding of place value and its operation. Most students had a secure understanding of initial geometry such as parallel, perpendicular and intersecting lines.
- In science, most students used hands-on activities and role-plays to acquire concepts, such as food chains, food webs, and earthquakes, which were at expected levels of understanding. Their progress was often hindered by an insufficient development of scientific skills, especially prediction.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable 	Acceptable
Arabic as an Additional Language	Good 	Acceptable
English	Acceptable 	Acceptable 
Mathematics	Acceptable 	Acceptable 
Science	Acceptable	Acceptable


- In Islamic Education, the majority of students could use appropriate rules for the recitation of the Holy Qur'an. They had a strong capacity to apply Islamic morals to real life such as truthfulness, and the fulfillment of the covenant.
- In Arabic as a first language, students' strongest skills were listening and responding. Girls spoke with greater fluency using classical Arabic but quite a few boys found it difficult to speak with accuracy and often reverted to colloquial Arabic. Students could read long texts accurately and understood the general ideas and some details. They were weaker at elaborating their understanding, drawing conclusions and making inferences. Students' writings were relatively brief expressing simple ideas, but their sentence structures were usually as accurate as expected.

- In Arabic as an additional language, students responded accurately to questions reflecting their good understanding of formal Arabic language. They could sustain a conversation about their lives and their countries of origin. They could give short presentations about a famous character and could speak simply about a scientific topic under study. Students could read their self-prepared presentations and demonstrated good understanding of the information they researched. Students could write with accuracy on topics related to themselves or topics of interest. Students' progress was acceptable, particularly in writing, spelling and grammar.
- In English, the development of most students' speaking and listening skills was more secure than that of their writing skills. Over reliance by teachers on the use of text books, limited students' opportunities to develop their extended writing skills which were very weak. The quality of handwriting varied widely. For most students, reading was at an acceptable level.
- In mathematics, the majority of students could not interpret word problems and apply their mathematical understanding independently. They were rarely able to use mental mathematics in day-to-day problems. They showed acceptable knowledge and understanding of expected mathematical concepts and functions such as the properties of certain geometric figures and the measuring of angles in polygons.
- In science, students understood basic scientific concepts, such as types of symbiotic relationships, and could write the chemical formulae of chemical compounds. Their progress in lessons was slowed by poor development of scientific skills and insufficient use of resources or technology.

High		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good 	Good 
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, the majority of students showed good understanding of Islamic concepts and principles and their application in real life. By Grade 12, students understood and could fluently express the importance of marriage in treating social, health, psychological and economic issues.
- In Arabic as a first language, the speaking skills of students varied from class to class. However, the majority of both girls and boys were fluent in classical Arabic especially in upper grades. Extended writing was developing at a good pace.
- In Arabic as an additional language, students' listening and responding skills were good. The majority of students could ask and answer various levels of questions about story characters and events using a good range of vocabulary and a few literary terms. Students read texts with good speed, flow and confidence. They could write a long paragraph relating a personal story. They could use compound and a few complex sentences with few mistakes in structure. The limited opportunities for writing slowed students' progress in the development of extended and creative writing.

- In English, the majority of students had developed a good range of vocabulary. They were fluent in speaking and could present well-reasoned opinions and arguments. Most students were developing a good range of writing skills.
- In mathematics, the majority of students made good progress in algebra, geometry, and the application of functions. They were developing their ability to apply mathematical skills to real life. Mathematical thinking, including formulating and interpretation, was a developing skill for most students.
- In science, most students were able to solve challenging problems such as resistance of electrical circuits. Their understanding developed through group work and hands-on activities. However, progress was hindered when there was lengthy focus on experimental procedures and lack of meaningful links between the experiment and the target theory.

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable 	Acceptable	Good

- The attitude to learning of almost all students was positive. Learning was stronger when learners were actively engaged in practical ways, and could explore and discover for themselves. This was seen most often in the Kindergarten and the High School.
- Collaboration and interaction between peers and peer support were positive across all phases. However, in the elementary and middle phases, students were often not aware of their progress or what they needed to do to improve. The majority of students were not skilled in clearly explaining their reasoning or thinking in all subjects.
- In better lessons, students could make connections between their learning and the real world. There were effective cross-curricular links in Islamic Education and Arabic.
- Students' critical thinking, enquiry, and reflection skills were not consistently developed in all subjects and all phases. Older students used technology well in their learning, particularly in projects and presentations. Children in the Kindergarten used interactive smart-boards. Overall, the use of learning technology was still an area for development, particularly in the Elementary and Middle Schools.

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

	KG	Elementary	Middle	High
Personal responsibility	Outstanding	Good	Good	Good

- Students displayed a positive attitude towards their school, and exhibited self-reliance in learning.
- Students' behavior was positive throughout the school, particularly in the Kindergarten.
- Relationships were cordial. Students demonstrated respect and courtesy in their interactions with others.
- Most students understood the importance of healthy eating and a healthy lifestyle. They were involved in physical education and exercise both during and after school.
- Attendance was good. However, students were not always punctual arriving at lessons on time.


	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good

- Students understood well the impact of Islamic values on people living in Dubai. They appreciated the influence of these values on their own lives and lived by them. They spoke of the abundance of mosques in Dubai and considered Islam a great gift from Allah.
- In the Kindergarten, children enthusiastically sang the United Arab Emirates (UAE) national anthem and recited the Qur'an with increasing accuracy. Students understood the history of the UAE including the unification of the seven emirates. They could compare modern Dubai and the old Dubai in terms of infrastructure and buildings.
- Students had a good understanding of other cultures through interacting with friends from other countries. They respected other cultures and considered living in a cosmopolitan city as Dubai an enriching experience to people's lives.

	KG	Elementary	Middle	High
Community and environmental responsibility	Outstanding	Good	Good	Good

- Students had an increasing understanding and awareness of people in the wider community and their various backgrounds and needs. The role of the students' council was important in initiating different community interactions and activities such as fund raising.
- Children in the Kindergarten had a positive work ethic. Students in the other phases demonstrated the ability to lead on initiatives in the school and community.
- Awareness of the environment was a key feature of the provision in the Kindergarten where the focus was placed on recycling. Older students understood the need for environmental sustainability and were involved in environmental campaigns such as 'clean up' days.

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable 	Acceptable	Good

- Most teachers could provide clear explanations to support students' knowledge and understanding. However, teachers' understanding of pedagogy varied widely. In the Kindergarten, teachers engaged children in interesting learning experiences to arouse curiosity. In the elementary and middle phases, although teachers provided some opportunities for active learning, teaching was too didactic resulting in passive learning.

- Teachers consistently planned their lessons, but only a few of these were imaginative and creative. Learning outcomes did not reflect clearly what students were expected to achieve. Lessons often ended without a plenary and confirmation of what students had learned. Differentiation was an element of most lesson plans, but it was often not provided in lessons. Teachers used an acceptable range of resources, but there was limited utilization of technology in learning.
- The quality of teachers' questioning skills to probe students' understanding was not consistent. However, there were examples of better practice. For example, in the Kindergarten, teachers asked open-ended questions to promote critical thinking. There were some examples of effective dialogue in lessons across subjects and phases, particularly in the High School. Teachers did not provide sufficient time for students to think, reflect, discuss and question.
- The level of challenge was not consistently high in all lessons. A few lessons provided opportunities to link learning to real life and other subjects such as mathematics and science.
- In better lessons, teachers provided a few opportunities to develop students' higher-order and critical thinking skills as well as encourage independent learning. This was particularly evident in the Kindergarten and the High School.
- Most teachers of Arabic as a first language planned their lessons well, particularly in the Elementary and High Schools. They encouraged collaborative learning and provided opportunities for students to make link their language learning to other subjects. There were good examples of effective use of technology in both teaching and learning. The majority of teachers had good questioning skills.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- Most heads of departments had linked internal assessments to the curriculum to confirm the students' attainment and progress.
- Heads of departments had attempted to align students' internal test outcomes with international expectations. They analyzed data; however, their analysis had little impact on the improvement of applied teaching strategies.
- The school had recorded and adequately analysed assessment data related to individual students and to groups of students. However, this was an area for further development.
- The school had made limited use of assessment data and information to improve applied teaching methodologies, to modify the curriculum to meet the needs of different groups of students and to improve students' outcomes.
- Teachers' knowledge of their students' strengths and weaknesses varied across the subjects and the phases. Teachers in the Kindergarten knew the children's strengths and weaknesses and provided specific support to improve their learning.

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
<ul style="list-style-type: none"> The school provided a US curriculum for English, mathematics and science and the Ministry of Education curriculum for Islamic Education and Arabic. However, the overall curriculum was not sufficiently broad and cohesive. In the Elementary, Middle and High Schools, the skills and expectations of the US Curriculum, across all subjects, were not fully embedded. Planning for progression across phases was in development but not well established. Thus, it resulted in uneven learning for students. A few teachers provided enrichment for improved learning. However, planning for enrichment was not systematic across all subjects. The kindergarten curriculum was based on themes and interactive approaches to meet children's needs and supported the development of cross-curricular learning. In Arabic and Islamic Education and in a few other subjects, there were some noted cross-curricular links which allowed students to make connections between different areas of learning. The curriculum was reviewed each year to meet the needs of students. However, there was an inconsistent application of changes within the curriculum to address gaps in students' knowledge and skills. The school did not make all necessary curriculum modifications to meet all its students' needs and match the school's vision. The school complied with and delivered the Ministry of Education curriculum in Arabic as a first language. It enriched it with extra-reading hours and some drama classes and performances. The review and delivery of the Arabic curriculum was stronger in the High School than in the other phases. It was weakest in the Middle School as it relied heavily on the text book. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The integrated curriculum in the Kindergarten met the needs of most children. In the other phases, the curriculum had been enriched or modified for some students, but not all students were challenged or supported appropriately. The school provided some electives such as French, computer studies, business and accounting. However, there were insufficient curriculum choices to meet the interests, needs and aspirations of all students. There was an acceptable range of extra-curricular activities, mostly sports and a few clubs, including an Islamic club. The curriculum provided some opportunities for community action such as charity work and visits to business entities. These extended the students' sense of personal responsibility and created awareness of possible career choices. In the Kindergarten, the school provided eight 40-minute lessons of Arabic per week for all its children, including the 331 Arab ones. 				

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


	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had a clearly defined child protection policy and had established links to external agencies for added support. Arrangements for health, safety and security were strong with effective systems throughout the school to ensure the proper supervision of all the students. Bus transportation was well planned and supervised to ensure the safe arrival and departure of students. Thorough records were kept relating to fire regulations and fire drills. Incidents and accidents were logged accurately. The clinic maintained comprehensive medical records of each individual student. School premises were maintained to a high standard. Cleanliness was a high priority. Healthy living was promoted and was a recurring theme in lessons and in displays around the school. The canteen provided healthy food choices and food focus days. In the Kindergarten, teachers promoted the children's awareness of the importance of a healthy diet. 				


	KG	Elementary	Middle	High
Quality of support	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> Staff had good relationships with students and behaviour was managed well, particularly in the Kindergarten. The school was not fully effective in monitoring and promoting punctuality, especially with the older students. The school admitted students with a range of special educational needs. There were appropriate systems in place to identify their needs but only a limited number of students had as yet been placed on the special needs register. The school provided strong personal support for students with special educational needs in the kindergarten and elementary phases which enabled them to make at least steady progress. Older students had fewer opportunities to receive support outside the classroom. There were effective systems in place to monitor the well-being of students, particularly in the Kindergarten. The high school guidance program provided older students with advice and support for further education as well as future-career planning. 				

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


	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> The leadership of special educational needs had a clear vision but had had limited impact on the identification, curriculum modifications and progress of students with special educational needs. There were appropriate procedures for the identification of students; however, only a minority of students had been confirmed at the time of inspection with special educational needs. Curriculum modifications and support for students were strong in the Kindergarten and the Elementary School. These were weaker in the Middle and High Schools. Support classes provided necessary support for students in Grades 1 to 6 only. A few older students received additional tutorial support once a week after school. Parents of children with special educational needs in the Kindergarten to Grade 6 were satisfied with the level of support for their children. Parents of older students reported concerns about the lack of adequate modifications and support to ensure good progress. Most students made expected progress from their starting points. The kindergarten children were provided with an early intervention support program from the Dubai Early Childhood Development Center and had made a better rate of progress than older students. 	

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

	Overall
The effectiveness of leadership	Acceptable 
<ul style="list-style-type: none"> Senior leaders were committed and well-intentioned. However, the vision of the school was not clear to all leaders nor was the direction to take for improving students' quality of learning. Most staff had clear roles and responsibilities. However, distributed leadership relied heavily on a single senior leader with other school leaders not contributing fully and independently to decision-making or initiating improvement activities. Development priorities had led to little improvement in the school. Relationships and communication were professional between staff but not always fully productive in meeting agreed outcomes for students. There was some capacity among the heads of departments to improve the school. The middle management had had some impact on school performance. The senior leaders had had limited success in improving aspects of the work of the school. 	

	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> There were processes for self-evaluation based on evidence from a range of sources, including collation of assessment data, teacher appraisal, and surveys of students and parents. However, the self-evaluation document did not clearly outline the weaknesses in the school which prevented the agreement of all school leaders on the direction for improvement. The school's view of its strengths and weaknesses was not accurate. There had been few noted improvements in the school. Performance management was in place and there was training for teachers, but the monitoring of teacher performance was not robust. The senior leaders had not ensured that teacher training focused on target areas for the improvement of teaching. However, there had been a few improvements in widening professional learning opportunities. The school had prepared an action plan based on a range of evidence on performance, but there had given little regard to students' international benchmark assessment results as an important source of information to accurately benchmark their attainment against international standards. Consequently, the school was not able to set clear and achievable goals for student improvement. There had been limited progress in meeting the recommendations from the previous report such as improving students' attainment and learning, assessment and curriculum provision. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> There was good parental involvement in the school, and productive links had been established with parents to support student progress. There was effective two-way communication between home and school which kept the parent group informed of school's present and future events. Reporting was regular and informative. However, reports did not elaborate further on students' attainment and progress. They did not explain sufficiently next steps in students' learning. There were strong, relevant links with the wider community which had a positive impact on students' learning experiences. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> The governors sought the views of stakeholders, but representation on the governing board was not broad and did not include representation from the parent group. The governors had not ensured that the school had fully met all the recommendations from the previous inspection to improve the school and had not held senior leaders accountable for the academic performance of students. The governors had not taken sufficient responsibility to ensure school improvement. They had had limited influence and impact on the school's performance and improving provision for students. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Management of the day-to-day operations of the school was efficient. There was effective use of learning areas based on the needs of students. Information boards kept parents and students up-to-date with developments in the school. • Staff had academic qualifications but did not hold teaching qualifications. Staff were deployed effectively, including the learning support teachers and assistant teachers. • The premises and facilities provided a clean and safe environment for learning. The school provided good facilities for an appropriate range of learning areas and needs, including playing fields, gymnasium, covered external areas and science laboratories. The library had limited resources to support learning. • The school availed a good range of resources and materials for effective teaching and learning. These were matched to the learning needs of students. However, there was insufficient access to technology for student use in learning. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	246	21%
	Last year	226	22%
 Teachers	116		85%
 Students	393		93%

- A minority of parents, most teachers and almost all students responded to the survey.
- Most parents were satisfied with the quality of education in their children's school and their progress in most core subjects. However, most were not aware if their children were making progress in Arabic as a first language. Most were satisfied with teaching and their children's learning. Almost 30 percent of students did not agree that their teachers were skilled and well qualified and helped them to learn.
- More than one quarter of parents did not know if students had made progress in English, mathematics and science and more than 40 percent were not aware if they made progress in Islamic Education. More than two thirds of teachers did not know if students made progress in Arabic as a first language or Arabic as an additional language. A minority of teachers did not know if students gained an understanding of Islam and the importance of Islamic values in Dubai.
- However, more than 1 in 5 parents disagreed that the school offered a wide range of subjects and extra-curricular activities and that the school dealt well with bullying.
- A significant number of parents disagreed or did not know if their children were well-prepared for the next stage of learning and for career education. Parents disagreed that they were given the support and guidance needed to help their children at home.
- Less than half of the surveyed parents did not know if the school provided a cyber-safety program to protect their children when browsing the internet and social media at school. Almost all parents were satisfied that their children were safe at school but whether this was the case on school buses.
- Parents of students with special educational needs agreed that the school welcomed their children, but a minority of them did not know or disagreed that their children had been accurately identified.
- Almost 20 percent of students did not agree that students behaved well in their school. A significant minority did not agree that there was an appropriate range of resources including learning technology, or that teachers' comments and marking of their work helped them to improve.

- Twenty-five percent of students disagreed that there was a good range of subjects. More than 30 percent stated they were not satisfied with the extra-curricular activities offered by the school and disagreed that students had opportunities to participate in school leadership. Almost 45 percent of students did not agree that they were treated fairly at school or that the school dealt well with bullying.
- Most teachers believed students behaved well and were safe at school and on the school buses. Most teachers agreed that the school listened to and acted on their views.

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

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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