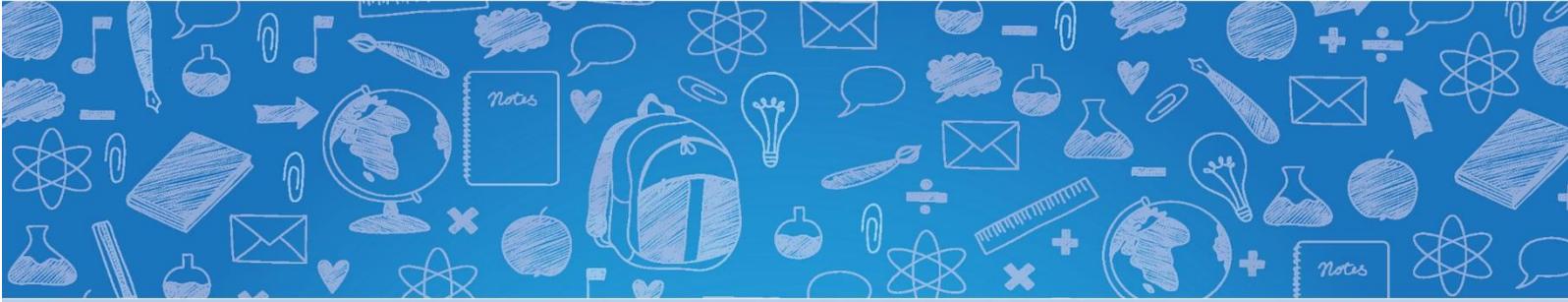


# Inspection Report



## The Elite English School 2014-2015



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## School information



### General information

Location	Al Waheda
Type of school	Private
Opening year of school	1993
Website	www.eliteenglishschool.com
Telephone	04-2688244
Address	P. O Box 51212 Dubai UAE
Principal	Mrs. Vatsala Mathai
Language of instruction	English
Inspection dates	19 <sup>th</sup> – 22 <sup>nd</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	1231
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	63
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	79
Largest nationality group of teachers	Indian
Number of teacher assistants	12
Teacher-student ratio	2:25 in KG and 1:30 in other places
Number of guidance counsellors	1
Teacher turnover	15%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	CBSE
Accreditation	CBSE

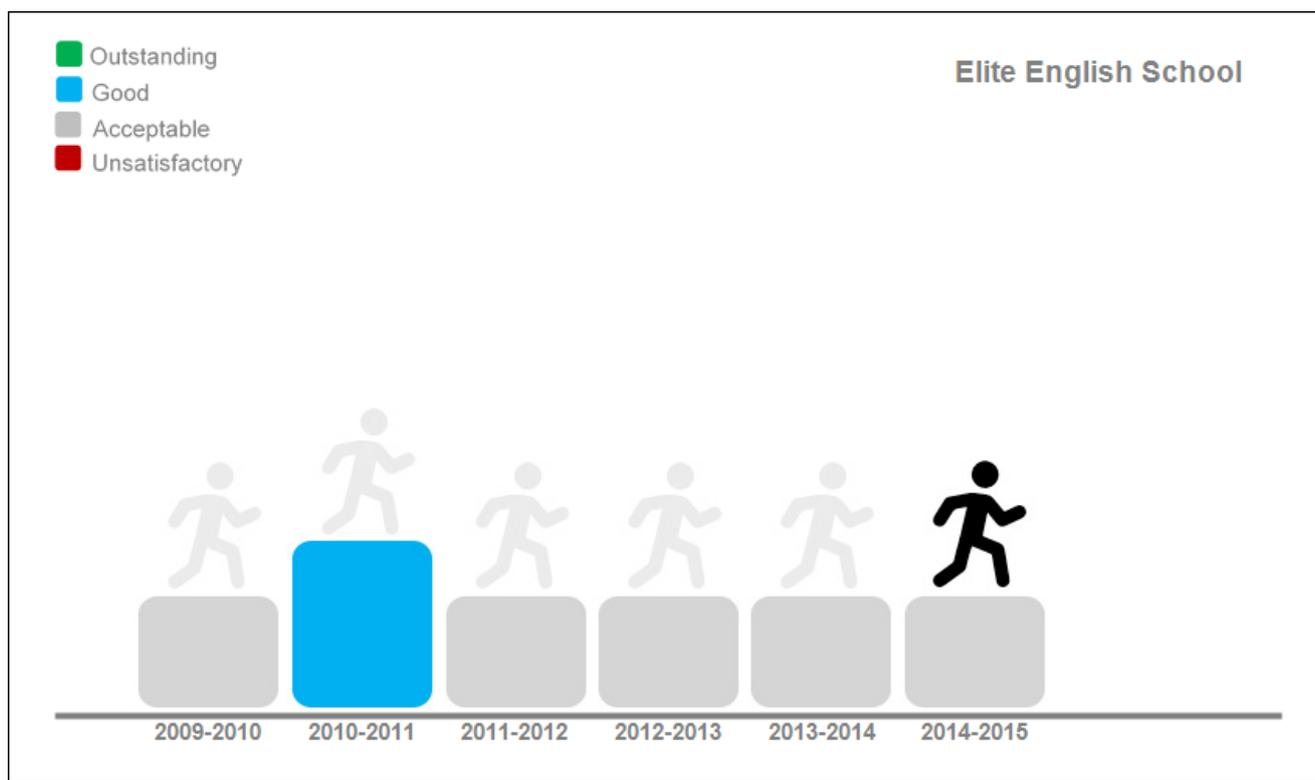




## Dear Parents,

Elite English School was inspected by DSIB from 19<sup>th</sup> – 22<sup>nd</sup> October 2014, 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 judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

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

### **Strengths**

- Students' attainment and progress were good in English, mathematics and science in the secondary phase.
- Students' attitudes and behaviours, and their relationships with each other and staff were good.
- Students had a good work ethic and their awareness of environmental issues was good.
- The care and welfare provided to students were good.
- The provision and support for students with special educational needs were good.

### **Areas for improvement**

- Raise students' attainment and progress in all subjects and in all phases, especially in Arabic as an additional language, so they achieve better.
- Improve teaching, learning, and assessment systems across all phases so that students make better progress in their learning.
- Ensure governors monitor the impact of leaders and hold them, as well as each other, accountable for improving the school.

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 Elite English School



### How well does the school perform overall?

The Elite English School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress were mostly acceptable in most core subjects, although better in the secondary phase. Students' performance in Arabic as an additional language was unsatisfactory in the middle and secondary phases.
- Students' attitudes, behaviour and relationships were good, and outstanding in the secondary phase. Students' demonstrated their determination and commitment to learning, and they had good awareness of environmental issues.
- Teaching was acceptable across the school. Lesson planning had improved and relationships between students and staff were positive. However, teachers did not have sufficient strategies to meet the needs of all students and consequently not all students were able to make good progress in lessons.
- Marking and assessment procedures were acceptable across the school. Marking in books did not provide effective feedback to students to help them to improve their work. Students' progress was tracked and recorded but teachers rarely used this to plan lessons.
- The quality and design of the curriculum were acceptable. Extra-curricular learning opportunities and links between classroom learning and the real world were underdeveloped. The use of technology was also underdeveloped.
- Students said they felt safe and secure in the school. The school's child protection policy was clear and understood. There were good guidelines on anti-bullying and cyber-bullying.
- Leadership and governance arrangements were acceptable. Links with parents were good and parents were generally positive about the school.



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

- The special educational needs coordinator was well qualified and experienced. Staff in the department were highly skilled and knowledgeable. They ensured that students' needs were accurately identified and met. They worked closely with parents to support their children's learning and development needs.
- Learning and support provision in the special unit was particularly effective. Students were introduced to a range of life skills which helped them to be more independent. Outside of the special units, provision was variable in quality.
- Students with special educational needs made good progress from when they started. Towards the end of the secondary phase, almost all students with special educational needs had made good progress.

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

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Good
	Progress	Acceptable ↑	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable ↑	Acceptable	Acceptable	Good
	Progress	Acceptable ↑	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable ↑	Acceptable	Good	Good
	Progress	Acceptable ↑	Acceptable	Good	Good
		KG	Primary	Middle	Secondary
Learning skills		Acceptable ↑	Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

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

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

## 3. How good are teaching and assessment?

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

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

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Good	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	Acceptable



## Overall school judgement

Acceptable

## Key strengths

- Students' attainment and progress were good in English, mathematics and science in the secondary phase.
- Students' attitudes and behaviours, and their relationships with each other and staff were good.
- Students had a good work ethic and their awareness of environmental issues was good.
- The care and welfare provided to students were good.
- The provision and support for students with special educational needs were good.

## Changes since the last inspection

- Children's attainment and progress in English, mathematics and science in the Kindergarten had improved.
- Students' attitudes and behaviour, as well as their knowledge of wider world cultures in the secondary phase, had improved.

## Recommendations

- Improve teaching and learning across the school in order to raise attainment and progress by:
  - improving the quality of lesson planning and setting tasks that are better matched to students' needs and abilities;
  - providing greater challenge for students, and making explicit links between subjects and real life;
  - ensuring students' independence, research and critical thinking skills are routinely developed in all of their learning, as well as their greater use of technology;
  - involving students more in leading their own learning and in the assessment of their own learning and development;
  - ensuring students are able to progress in their next steps of learning, without delay during lessons.
- Improve the quality of leadership and management by:
  - creating a culture of high quality teaching and learning, through establishing greater accountability of leaders and teachers for raising standards;
  - ensuring self-evaluation is accurate and based on challenging but achievable targets with success criteria which measure the effects of school improvements to student experiences on their attainment;
  - ensuring governors hold leaders at all levels fully accountable for the school's performance and academic outcomes.

 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	Acceptable 	Acceptable 
Mathematics	Acceptable 	Acceptable 
Science	Acceptable 	Acceptable 

- Most children were learning English as an additional language and were beginning to speak clearly in full sentences. Children's listening and speaking skills were improving but their phonic skills were less well developed.
- In mathematics, children counted with increasing accuracy. Older children acquired words such as long, short, big, small, and heavy to describe measures.
- Most children had appropriate scientific knowledge for their age. Their skills of observation, questioning, explaining and questioning were less well developed.

### Primary

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

- In Islamic Education, most students understood the importance of thanking Allah, showed a good knowledge of how the Qur'an was revealed, and understood the role of the Prophet in the propagation of Islam.
- In Arabic as an additional language, most students demonstrated adequate speaking and listening skills. They were able to read correctly and with understanding but their writing skills were less well developed.
- Students spoke confidently in English because their listening skills had improved. Students were able to read a range of genres independently. They demonstrated good handwriting skills and their written work was always presented neatly.
- In mathematics, students knew how to construct a number up to one million and calculate the perimeter of a shape. However, there were not enough opportunities for them to apply their learning to new and real life situations.
- In science, students developed their scientific knowledge, but the majority lacked depth of understanding and could not apply their knowledge to unfamiliar situations. Students made less progress in developing their enquiry skills.

## Middle

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

- In Islamic Education, most students knew Tajweed rules properly and had an acceptable knowledge of the first Revelation event. They could recite Surahs from memory but their understanding of the meaning was less well developed.
- Most students had difficulty reading Arabic. Only a minority of students were able to read correctly and with understanding. Their speaking, listening, and writing skills were limited.
- In English, students read confidently and with good expression. However, their writing skills were limited to analysing authors' works. Opportunities to write independently for different audiences and purposes were limited.
- In mathematics, students made good progress in calculation. They knew angles and could use protractors to measure them. Opportunities to apply what they had learned to new and real life situations were limited.
- Students developed a broad understanding of scientific concepts and a minority were able to explain the underpinning theoretical basis, for example, relating volume and pressure changes to breathing. However, less progress was made in developing investigative skills and only a few students were able to formulate a reasoned hypothesis and plan a fair test.

## Secondary

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

- Most students had adequate knowledge of the events leading to the Prophet Mohammed's (PBUS) death and knew by heart short Surahs and first verses of Surah Yasin. However, the lack of challenge slowed their progress.
- In Arabic as a first language, most students had very limited skills in reading Arabic correctly and with comprehension. They showed difficulty in understanding teachers' oral and written questions and instructions. Most students made minimal progress in reading and understanding new texts.

- In English, students made good progress both in their oral and written skills. They made particularly good use of inference and deduction when analysing speeches from Shakespeare's play 'Julius Caesar'.
- Students demonstrated good achievement in algebra and trigonometry including partial fractions and trigonometric identities. Their presentation, including graphical and geometry work, was weaker especially in the boys' classes.
- In science, most students developed a very broad knowledge of scientific topics and a majority could explain the underpinning theory. Few were able to carry out rigorous practical investigations and use their knowledge to solve problems.

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Acceptable 	Acceptable	Acceptable	Acceptable

- Students' engagement in their learning was a strong feature of the best lessons although there was variation in practice across and within grades. Students were willing to take responsibility for their own learning but opportunities for this were limited.
- The quality of student interaction in lessons was a strength throughout the school. Some teachers were more confident than others in their interactions with students, and engaged them purposefully in discussion. In the best lessons, teachers ensured students worked collaboratively.
- Students generally found it difficult to make connections between areas of learning and real life situations. In the best lessons, teachers made efforts to show how concepts being taught related to the real world.
- Enquiry, research and critical thinking was not a feature of many lessons. The use of technology to promote learning was also limited, despite students having access to technology at home. Interactive white boards were not used to full effect in lessons.

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

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Good 	Good	Good	Outstanding 

- Students had positive attitudes to their learning. They were well motivated. They engaged with lessons promptly and enthusiastically.
- Students' behaviour in both classes and around the school was consistently good. Older students displayed outstanding behaviour and were very good role models for younger students. The whole school ethos was one of mutual respect and courtesy.
- Relationships between staff and students were harmonious. Students throughout the school worked amicably together and developed positive friendships across a range of different cultures and ethnicities.
- Students were well aware of the need to adopt healthy lifestyles. They brought healthy snacks to school. However, sporting opportunities were limited as the premises were being developed at the time of the inspection.
- Attendance and punctuality were outstanding. Students enjoyed what the school offered.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Acceptable	Acceptable	Good 

- Students demonstrated a basic knowledge of Islamic values and a secure understanding of how these applied to their own lives. Secondary students showed a good understanding of Islamic values and how these impacted on the lives of Dubai residents.
- Students had a strong regard for UAE culture and traditions. They were particularly respectful of the UAE National Anthem and Emirati traditions. Older students were actively interested and engaged through visits to the Heritage Village and Sharjah Museum.
- Students were adequately knowledgeable about their own and other world cultures. Older students celebrated cultural days of Iran, India, and the Philippines as well as presenting assemblies on international themes.

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Good 	Good	Good	Good

- Students were enthusiastically involved in the life of the community. Secondary students visited and took gifts to the elderly, which were much appreciated. Around the school, students took on a range of responsibilities, from class monitors to school council, which they discharged with enthusiasm and commitment.
- Students had good work ethics. In lessons they concentrated and persevered to complete tasks. Most students explained the reason for their hard work was to allow them to go to university to study science, mathematics and engineering.
- Students cared for their environment and through the 'Eco Club' had been active in sowing plants and recycling metal cans and bottles.

### 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Nearly all teachers were suitably qualified for the subjects they taught, including those in the Kindergarten and primary phases. Most, but not all, teachers knew their subjects well but teachers were less knowledgeable about how students learn.</li> <li>Lesson planning had been a key feature of staff development. There were signs of improvement but this was not consistent across the school. In addition, the learning environment was weak and students' work was not always celebrated in displays.</li> <li>There were good attempts in some lessons to promote good teacher-student interactions but this practice was not consistent. Staff training to promote more dialogue with students and use questions to encourage more in-depth learning was beginning to show positive impact.</li> <li>Teachers' strategies did not always address the needs of individual students. This was now a school priority but had not been fully implemented across the school.</li> <li>Teachers had received some training on the promotion of critical thinking and encouraging students to reflect on their learning. However, at the time of the inspection this was not always seen in practice and was lacking in the primary phase.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Acceptable 	Acceptable	Acceptable	Acceptable 
<ul style="list-style-type: none"> <li>The school carried out regular assessments of students' attainment across the school and these were increasingly being linked to the school's own curriculum standards.</li> <li>The school did not benchmark student outcomes against appropriate international standards except in Grades 10 and 12 where brief comparisons were undertaken against the CBSE curriculum requirements.</li> <li>Students' overall progress was tracked and monitored. This information was used to provide regular reports to parents. Deeper analysis, to determine gaps in students' knowledge and understanding, was not effective or used sufficiently to inform lesson or curriculum planning.</li> <li>Teachers did not make sufficient use of assessment information in their planning so that the learning needs of some students, especially the most able students, were not sufficiently well met.</li> <li>Teachers demonstrated a good awareness of their students' strengths and weaknesses but in too many lessons the most able students were not sufficiently challenged. Classroom assistants were not always effectively used to support students' learning.</li> </ul>				

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

	KG	Primary	Middle	Secondary
<b>Curriculum quality</b>	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum was based closely on the CBSE framework, with the addition of Arabic as a second language and Islamic Education to meet Ministry of Education requirements alongside the teaching of Hindi and Malayalam. The curriculum and associated textbooks occasionally limited students' experiential learning and investigative work.</li> <li>There was continuity of learning, provided through the coherent planning of the curriculum across phases. Older students were well prepared for taking places at university in the UAE and India.</li> <li>Curriculum enrichment activities took the form of additional scheduled lessons and did not significantly extend the scope of curriculum offered.</li> <li>Cross-curricular links and the application of these to real life were underdeveloped in most lessons.</li> <li>The kindergarten curriculum had been substantially rewritten to suit the needs of younger learners better. In all other phases, the curriculum had been reviewed and modified to include more critical thinking and but the effect of this was limited across all phases.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Acceptable 	Acceptable	Acceptable 	Acceptable 
<ul style="list-style-type: none"> <li>The school had modified aspects of the curriculum to meet the needs of most groups of students. This was most notable for those students with special educational needs. However the curriculum was less well adapted for kindergarten children and primary students and particularly for those needing additional support within these phases.</li> <li>Teachers took appropriate account of students' interests and aspirations when planning their learning. This was most evident in the secondary phase where available choices reflected students' interests and needs appropriately. Career advice supported students very well in preparing them well for future careers and university places.</li> <li>Extra-curricular activities, including visits to places of interests and involvement in sporting events and competitions, provided some enhancement and enrichment for students. Overall, however, the range of activities was limited in supporting students' understanding of the wider and global community.</li> </ul>				

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

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good

- Students felt safe at all times at the school. The child protection policy was clear and understood by all staff. Anti-bullying strategies and guidelines on cyber safety and security were strong features of the curriculum, and this was highly regarded by students.
- Security and supervision of students in school and on school transport was good. Emergency evacuation procedures were understood well, with regular and recorded fire drills.
- Staff were trained in first aid and appropriate records were kept of all incidents. Clinical staff stored medicines securely, kept detailed records, and monitored the health and wellbeing of students.
- Good maintenance and cleaning procedures ensured buildings were kept hygienic and in good repair. However, there was no access to the upper floors for students with physical disabilities.
- Healthy living was strongly and systematically promoted across the curriculum and through assemblies as well as parents' meetings.

	KG	Primary	Middle	Secondary
Quality of support	Good	Good	Good	Good

- Teachers enjoyed positive and supportive relationships with their students. Students behaved very well in response to teachers' expectations.
- The school had effective processes for sustaining the outstanding attendance and punctuality of students. Students' enjoyed their time at school.
- Students with special educational needs, including those who required significant support in their learning, were welcomed into the school and supported very well.
- The knowledge and expertise of staff ensured accurate and appropriate identification and understanding of the categories of needs, as well as providing a range of strategies to support these students in the school.
- The school had well developed systems for monitoring students' welfare and well-being. Support for older students in choosing suitable career paths were particular strengths resulting in students' high aspirations for their future.

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The provision for students with special education needs (SEN) was a real strength of the school. The Head of Special Education Needs was well qualified and experienced.</li> <li>The knowledge and expertise of the members of the SEN department ensured appropriate identification and understanding of the different categories of needs, and the range of strategies to support each student in school.</li> <li>Provision in the special unit was particularly strong and supportive. Students were introduced to a range of life skills, which helped them to be more independent. Outside of the special units, provision was more variable and students were often less well supported by the activities they were offered.</li> <li>Parents were closely involved in decision-making about their children's education. Staff listened to them carefully and accommodated their children's specific interests and needs.</li> <li>Students made good progress from their start in the school. By the secondary phase almost all students were fully integrated and included within classes.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>The Principal and senior leaders were clear in their direction for improving the school, with a specific focus on improving provision for students with special educational needs. There was a strong commitment to the inclusive and caring ethos of the school.</li> <li>Relationships and communications were professional but not always productive. Senior leaders were aware of what was needed to improve, but other staff were not always clear about what was expected of them. Middle leaders lacked confidence in supporting the improvements identified by senior leaders.</li> <li>The Principal and other senior leaders were well aware of the strengths and weaknesses of the school. Leaders' capacity to improve the school was acceptable overall.</li> <li>Over time, leaders had been successful in addressing some weaknesses and improving some important aspects of the school in relation to the previous inspection report.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• Self-evaluation processes offered too much description and too little evaluation to aid the school in identifying the key priorities.</li> <li>• Lesson observations were regularly conducted by senior leaders but actions for improvements were not always rigorously followed through. Professional development was more generic than personalised for individual teachers.</li> <li>• School improvement and action plans were focused exclusively on the recommendations of the previous inspection report but expected outcomes were too generic and lacked specific criteria against which the impact of actions could be evaluated. There had been some good progress in the implementation of the recommendations from the previous report especially in terms of improvements in the Kindergarten.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• Partnerships with parents were good. Parents were very supportive of the school. They felt that the school worked hard to communicate with parents.</li> <li>• The school used a range of communication channels to empower parents as partners in their children's education.</li> <li>• Parents were happy with the way the school kept them informed about their children's learning, development and progress. They were grateful for the opportunities to consult with teachers, which were well attended.</li> <li>• Links with the wider community were developing but were at a relatively early stage.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The governing body consisted of a range of stakeholders including owners, senior leaders, parents, community representatives and the school's operation manager.</li> <li>• Governors met regularly to monitor the work of the school, but did not evaluate school improvement priorities and actions in relation to academic outcomes achieved by students.</li> <li>• Governors were regular visitors to the school and used their knowledge well to ensure their statutory duties were met.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• An adequate range of processes and procedures supported the efficient daily operation of the school.</li> <li>• Teachers were appropriately deployed and most had teaching qualifications. A majority of teachers benefited from additional training in helping them to contribute to school priorities.</li> <li>• Most classrooms were of adequate size with appropriate furniture. Although the computing room was large and well equipped, science laboratories and facilities for sport were inadequate. The well-stocked library included reading resources in Arabic, Hindi and Malayalam.</li> <li>• Learning resources were generally sufficient to support acceptable learning across all phases, although the availability of learning technologies was a weakness.</li> </ul>	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	201	19%
	<b>Last year</b>	272	28%
 <b>Teachers</b>	19		36%
 <b>Students</b>	74		37%

- Only a small proportion of the parents responded to their survey. About half the teachers and a majority of students responded.
- Parents, students and teachers were mostly positive about the school.
- Of those who responded to the surveys, most parents, students and teachers were satisfied with the quality of education provided by the school.
- Parents felt their children were making good progress in English and science. Students felt they were making good progress in English but less progress in Arabic as an additional language.
- Almost all parents agreed that their children enjoyed school and were safe and looked after.
- Both parents and students considered that the school was led well but a minority felt the school did not listen to their views.
- Approximately one quarter of students did not feel that the school offered sufficient extra-curricular activities. They also said that the use of resources including technology was not good across the school.

\*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](mailto:inspection@khda.gov.ae)