

Inspection Report



Dubai National School (Branch)

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 Twar
Type of school	Private
Opening year of school	1999
Website	www.Dnschool.net
Telephone	04-2988555
Address	P.O.BOX: 20057
Principal	Malek Daradkeh
Language of instruction	English
Inspection dates	9 th - 12 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	1965
Number of children in Pre-K	0
Number of Emirati students	1448
Number of students with SEN	193
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	199
Largest nationality group of teachers	Jordanian
Number of teacher assistants	28
Teacher-student ratio	1:10
Number of guidance counsellors	5
Teacher turnover	25%



Curriculum

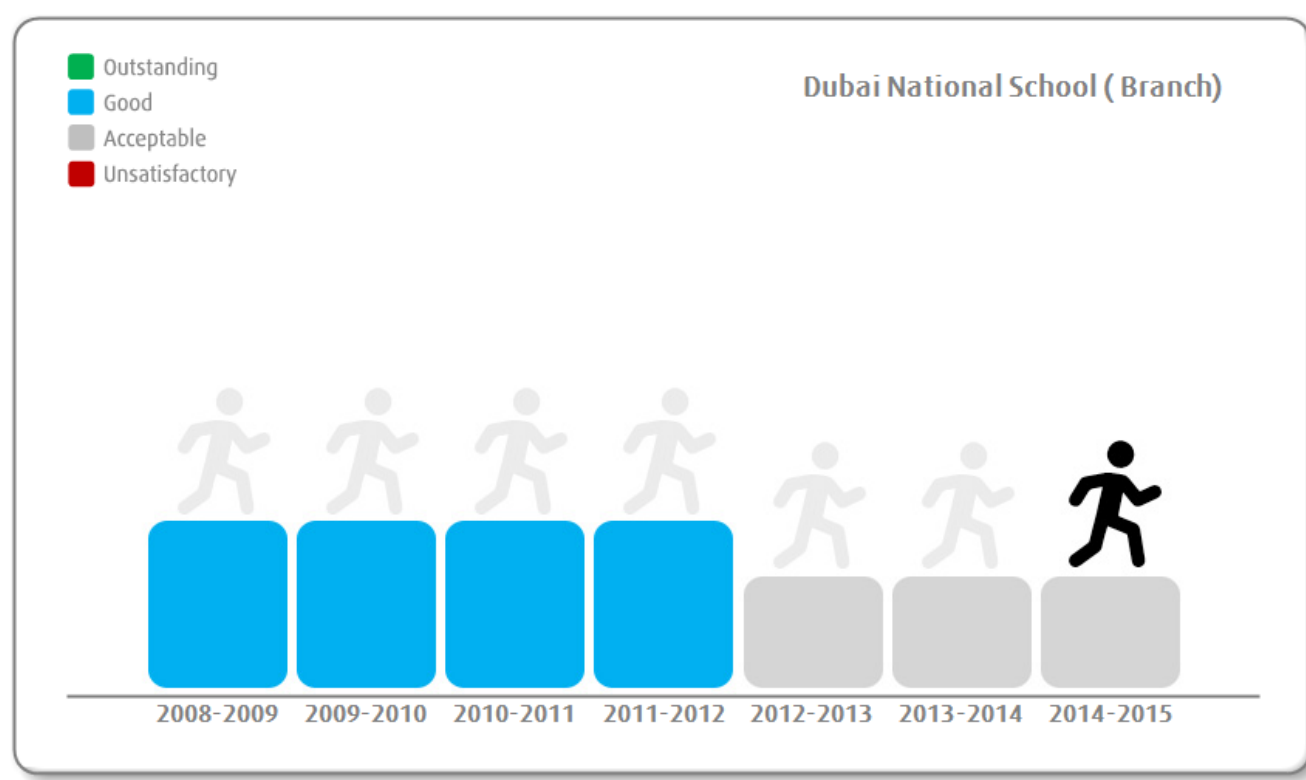
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	TOEFL, SAT
Accreditation	NEASC



Dear Parents,

Dubai National School (Branch) was inspected by DSIB from 9th - 12th 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 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

- Strong teaching and assessment ensured children in the Kindergarten had good learning skills and were achieving good attainment and progress in key subjects.
- Improved teaching and assessment in the elementary phase resulted in students achieving good attainment and progress in Islamic Education, Arabic as a first and additional language and science.
- Across all phases students' personal and social development was at least good.
- The quality of the curriculum across all phases was good.

Areas for improvement

- Improve the quality of teaching, especially in the middle and high school to provide increased opportunities for students to develop research, critical-thinking and enquiry skills across the curriculum.
- Implement external assessments at all grade levels in key subject areas to ensure students and parents are given accurate information on their academic progress.
- Increase the range of subject options in the upper school to give older students more choice.
- Continue the rigorous review and modification of special educational needs provision to improve the quality of support for students.
- Ensure the monitoring of classroom practice is more accurate, rigorous and linked to the quality of students' learning outcomes.
- Improve the quality of monitoring of health and safety across 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



How well does the school perform overall?

Overall, The Dubai National School - Branch School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress in Islamic Education and Arabic as an additional language was good in all phases. In the Kindergarten, children's attainment and progress in mathematics, English and science were good. In science, attainment and progress in the elementary and high school had improved to good. Collaborative learning skills were improving across most of the key subjects and phases, and good in the Kindergarten and elementary. Students communicated their learning with others positively when given the opportunity.
- Students' personal development was a strength and their awareness of Islamic values and world cultures, including Emirati, was outstanding.
- A variety of teaching strategies were used successfully in the better classes, including technology, mathematics and science. The learning environment was generally positive, and lessons were usually paced well. Use of assessment at the classroom level was not yet fully developed to enable students as well as teachers to know strengths, and targets for next steps for learning.
- The curriculum ensured continuity and progression across all phases. However, there were limited curricular options for older students to choose subjects to develop their talents and address specific areas of interest.
- The school provide a safe environment for its students overall; however, the systematic monitoring and evaluation of the school's premises for safety and maintenance issues was an area that required further improvement. A sufficient number of staff was employed by the school to support and manage students' behaviour. However, the school's current punctuality policy did not effectively reduce the significant number of late arrivals.
- The school leaders were developing a wider group of committees to initiate and implement changes. There was a range of training opportunities planned for staff. Parents were kept well-informed about events at the school through the school website and more traditional methods.

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



- Leaders were committed to improving the outcomes of students with special educational needs. The result was acceptable progress overall by these students.
- Students with special educational needs were supported by teachers, specialists, and other adults who helped them develop confidence and encouraged them to fully participate in activities beyond the classroom.
- Student progress in learning, however, was restricted due to the inconsistent implementation of modifications of learning activities to address the specific needs of these students.

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

3. How good are teaching and assessment?

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

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

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

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

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

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths

- Strong teaching and assessment ensured children in the Kindergarten had good learning skills and were achieving good attainment and progress in key subjects.
- Improved teaching and assessment in the elementary phase resulted in students achieving good attainment and progress in Islamic Education, Arabic as a first and additional language and science.
- Across all phases students' personal and social development was at least good.
- The quality of the curriculum across all phases was good.

Changes since the last inspection

- Students' attainment and progress in science in the elementary and high school phase improved to good.
- The quality of students' learning skills had improved in the elementary phase.
- Students' awareness and appreciation of Islamic values and Emirati and world cultures had improved to outstanding across all phases.
- Teaching for effective learning and assessment had improved from acceptable to good in the elementary phase.
- The school's arrangements for health and safety had declined to acceptable across the whole school.

Recommendations

- Improve the quality of teaching in the middle and high school phases by providing focused professional development which includes sharing best practice in the school.
- Ensure teachers provide more frequent and effective learning opportunities in lessons for students to develop research, critical-thinking and enquiry skills across the curriculum.
- Use external assessments at all grade levels to validate internal assessment results and track these against appropriate external benchmarks to confirm individual student's achievement and whole school performance.
- Broaden the curriculum to improve the range of subject choices for older students in the high school.
- Further develop the identification of and support for students with special educational needs to ensure their learning needs are met within specialist sessions and mainstream lessons.
- Ensure the monitoring of classroom practice is more accurate, rigorous and closely linked to the quality of students' learning
- Improve the quality of monitoring of health and safety across the school.



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

- In English, literacy skills were developing well for most children. They were able to speak and understand English at grade level and write some letters, their names, and three and four letter words in relation to the Kindergarten Massachusetts common core curriculum standards and demonstrated good ability to sequence and retell stories.
- In mathematics, most of the children demonstrated a good understanding of mathematical concepts and skills that were in line with the Massachusetts common core curriculum standards. Most children made good progress in relation to their assessed starting points and as measured against learning objectives. Their numeracy skills included counting, shape recognition, sorting, measuring and adding two numbers.
- In science, most children made good progress in their understanding of the world. They improved their understanding of the weather and healthy living. They also understood their relationship with the environment and were given opportunities to plant seeds and observe the growing process. Physical science was also connected to the real world. Through simple practical activities, they steadily developed an age-appropriate understanding of basic concepts of physical science.

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

- In Islamic education, most students had good memorisation of the Holy Qur'an and made good progress in improving their recitation of the verses they learnt from Holy Qur'an.
- In Arabic as a first language, the majority of students had well-developed listening skills. For most students, particularly the girls, reading comprehension skills were developing steadily. Most students could express their views orally using a good range of vocabulary, but writing skills were less well developed.
- Most students of Arabic as an additional language were able to memorise and present short spoken texts. Their listening skills were good. They could read and understand a range of familiar written phrases. However, their writing skills were underdeveloped.

- For most students in this phase, speaking and listening skills in English were stronger than reading and writing skills. Students were writing in journals, and learning grammatical features, such as the spelling of irregular verbs. By the end of this phase, a majority of students had increased their fluency in each form of language; listening, speaking, reading and writing.
- Most children were able to demonstrate sound computational skills that were in line with the Massachusetts common core curriculum standards. They were developing conceptual understanding of place value, factors and multiples. The majority of students struggled to explain the mathematical ideas and how they were linked to real life application.
- Students' attainment and progress in science were steadily improving as a result of the teachers' use of modelling as a key teaching strategy which helped improve students' understanding, for example, the circulation of the blood in Grade 5. The development of students' skills of scientific enquiry and questioning was a key area for improvement.

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

- Most students had good knowledge of key concepts and practices in Islam, for example the pillars of Islam and prayers. Most students were above expectations in their recitation skills.
- In Arabic as a first language, students' reading skills were in line with expectations overall for most students although their ability to handle unfamiliar texts was less well developed. Listening and responding skills were strong for most students who could express their ideas well. Students' ability to write extensively was limited for a significant proportion of students particularly the boys.
- In Arabic as an additional language, the majority of students coped well with classroom instructions and the writing of familiar words and phrases. Their comprehension of reading texts was good and they made steady progress in developing speaking skills.
- In English, most students in their writing could paraphrase a paragraph correctly using their own words. They could identify and use active or passive voice and different verbs. By the end of middle school, a minority of students could identify features of writing and explain how these could be used effectively although their extended writing was still developing including their accuracy in applying the correct grammar.
- In mathematics, most students were able to demonstrate adequate skills that were in line with the Massachusetts common curriculum core standards. Problem solving and mathematical analysis skills were still developing.
- In science, most students showed a strong knowledge of cellular structure which was developed through a group work. Most students made acceptable progress through practical investigatory work on the Periodic Table which involved group learning strategies. They were beginning to develop a deeper understanding of how their theoretical learning was linked to the real world.

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

- Most students achieved level that were above expectations in their recitation skills as well as their understanding of the verses of Holy Qur'an they studied. They made good progress in learning how to link between the Islamic principles and concepts they studied and their learning in science and the society they lived in.
- In Arabic as a first language, most students demonstrated strong listening and speaking skills. Reading skills were limited to a narrow range of familiar topics while extended writing skills were weak, particularly for the boys.
- In English, most students in the girls' class could define and name a research question, analyse features of a speech or argue a point of view. Most students in the boys' class could relate a theme from Shakespeare to their own lives, such as the characteristics of ambition. However, the skills for extended writing and the use of English language for formal and informal situations were underdeveloped.
- In mathematics, most students had adequate levels of understanding of key mathematical concepts and operations. A minority of students could solve equations and explain their strategies. However, this was not consistent across the phase.
- Most high school students made good gains in their scientific knowledge and developed their scientific skills in researching a topic and then making a presentation to their class. They made steady progress in developing their understanding of scientific terminology. Developing deep analytical skills was still a developing feature.

	KG	Elementary	Middle	High
Learning skills	Good	Good 	Acceptable	Acceptable

- The students were well engaged in most of the lessons and enjoyed being responsible for their own learning.
- The majority of children in the Kindergarten enjoyed working collaboratively which supported their own and others' learning. This was evident across most of the key subjects. Most students communicated their learning with others positively when given the opportunities.
- The students were able to connect clearly between different areas of their learning. This was significantly better in the Kindergarten and elementary where they were also more successful linking their learning to the real world.
- The majority of students demonstrated their inquiry, research and critical-thinking skills in the Kindergarten and elementary phases. Their use of technology to support learning was under-developed, particularly in the boys' section.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Students enjoyed being at school. Students appeared self-reliant and responded well to critical feedback.
- The school had a behaviour policy in place which students reviewed and signed during the first month of school. As a result, positive behavior was prevalent in the school. Most students exercised self-control and were courteous to peers and adults; behaviour in unstructured settings was particularly better in the girls' section.
- Cordial relationships between students and with staff dominated almost all parts of the school.
- Students demonstrated an understanding of ways to live a healthy lifestyle concerning choice of food, beverages and exercise
- Attendance was good but punctuality was an area for improvement particularly for middle and high school boys.

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

- Students of all ages demonstrated that they had an outstanding awareness of the impact of Islamic values on their lives in Dubai. Islamic values were embedded in school through students' mutual respect and contributions to help others within the community.
- High quality students' displays around the school celebrated their knowledge of the United Arab Emirates local culture and heritage.
- The diversity of cultures was celebrated during the 'Cultural day' in which different nationalities participated. Students had an outstanding appreciation of their own culture and the range of cultures from around the world.

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

- Most students were aware of their responsibility as members of the school community. The majority of students believed that their voice had some influence in the school community.
- Students demonstrated a positive work ethic and independent decision making. The majority of students participated well in school and community events such as Global Awareness Day, Earth Day and National Day.
- Students cared about their school and participated in activities to improve its environment. They also participated actively in a number community events.

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good 	Acceptable	Acceptable
- Teacher subject knowledge was secure in almost all subjects of the school. However, the teaching skill to fully engage all students actively in their own learning was inconsistent across phases and subject areas. - The learning environment was stimulating and lessons were usually paced well. Students' use of resources or learning technology to provide practical support to their learning was not widely used, except in science. Students worked collaboratively in many subjects, as a result of well-planned tasks set by the teachers. - Teacher-student interactions varied across the subject areas. These were more purposeful in Islamic Education, English and science where students took part in discussions. - A variety of teaching strategies were used successfully in the better classes, such as effective use of learning technology. In better lessons, teachers were particularly creative in devising activities well suited to a range of ability levels and students could improve from their starting points. However, this was not a common feature across all subjects and phases. The need for improved teaching strategies was particularly evident in Arabic as a first language classes. - In many classes, critical thinking was still in the developing stage or not yet promoted; therefore, students' ability to think deeply and to reason independently was not yet a strong feature of the school. - Teachers had detailed lesson plans. However, many activities and assessment strategies were not fully implemented. Most teachers in the elementary phase used a reasonable range of strategies, activities and resources to enhance learning. In the middle and high school phases, teachers' presentations were usually clear and frequently supported by use of learning technology which increased the students' interest.				

	KG	Elementary	Middle	High
Assessment	Good	Good 	Acceptable	Acceptable
- Systems and processes were developed over the past year, and examinations were now linked to the common core state standards. Diagnostic tests were introduced and used to evaluate student skills. The internal assessments across all subjects, but particularly in Arabic, were not yet fully reflective of the level of students' work in classes. - External tests were not taken in the current school year by all students, although some students took TOEFL and SAT I last year. The school was in the process of transitioning to new external testing systems. - Student progress was tracked well, while the analysis of accurate assessment information was still developing. - Use of assessment at the classroom level was not yet fully developed to enable students as well as teachers to know strengths and next steps for learning for individual and groups of students. However, student and peer assessment and constructive feedback were emerging features of the school.				

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
- The curriculum had a clear rationale and was broad and balanced. It followed US curriculum standards and led to good students' outcomes. In the Kindergarten, the children had access to a range of integrated learning experiences and were able to work in groups. The opportunities to investigate and explore were developing. - The curriculum effectively ensured continuity and progression across all phases. There was a greater emphasis on knowledge acquisition but the focus on enquiry and critical thinking was progressing. - Enrichment activities were also developing. A pilot program in Grade 9 included web design, business, geometry and drama as electives with the annual plan to include these courses in the older grades. - There were good examples of cross-curricular links in all phases. Information and communication technology, art and physical education as well as clubs including chess, drama, debate and reading were offered as part of the curriculum. - The curriculum was reviewed informally three times a year by all department heads with an annual input from all staff and students. The curriculum review was based on the results of the ongoing assessments and the outcomes of this review were formalised into the annual improvement plan. - The school fulfilled the Ministry of Education requirements regarding the teaching of Islamic Education and Arabic with some modifications and enrichment activities aimed at enhancing students learning. However, there were still limited opportunities to develop creative Arabic writing skills particularly in the upper grades of middle and high school for learners of Arabic as a first language.				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
- The school made some adjustments to the curriculum to meet the different needs of most students. Learning support sessions addressed the needs of students with special educational needs and low attaining students. However, the majority of students participating in these programs were limited to the Kindergarten and the elementary phases of the school. - There were limited curricular options for older students to choose subjects to develop their talents and address specific areas of interest. The needs of gifted and talented students were primarily met through competitions and school activities. - There was an appropriate range of extra-curricular activities and community links that had some impact on students' academic and personal achievement. The school was active in community service programs. - The school offered a weekly programme of lessons in Early Years; classes were provided for Arab and non-Arab students. Teaching and learning focused on letter writing and recognition and development of basic vocabulary in Arabic at first language level.				

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

	KG	Elementary	Middle	High
Health and safety	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
- Policies relating to health and safety issues were in place, including the Child Protection policy. Cyber-safety and anti-bullying procedures, which included the dangers of social network sites, were evident and well understood. - Most areas of the premises were safe and secure. The buildings were mostly in sound repair and fire evacuation procedures were efficiently managed. However, the systematic monitoring and evaluation of the school's premises for safety and maintenance issues were under-developed and not all of the schools external exists were securely controlled. - Records, including medical records, were retained of all safety issues relating to both the school and individual students. - The quality of maintenance and hygiene of some key facilities of the school, including the school canteen was an area of concern. - Healthy living was promoted through a number of activities; however, the provision was unsystematic and inconsistent in quality and occurrence across the school.				

	KG	Elementary	Middle	High
Quality of support	Good	Good	Acceptable	Acceptable
- There were strong relationships between staff and students. The majority of teachers knew their students well and students reported that they trusted and respected their teachers. Students reported that there were teachers, supervisors or counselors to whom they could turn if they had a problem. - The school had adequate systems to manage attendance and punctuality. However, a significant number of students arrived late to school each day indicating that the current punctuality policy did not effectively reduce the significant number of late arrivals especially in the middle school and high school boy's sections. - Students with a broad range of special educational needs were admitted into the school. There were adequate systems to identify their needs for the 'Early Learning Program' and new systems had been developed for class teachers to identify students with special educational needs within the regular class programme. - Overall, the school had adequate support for students with special educational needs that enabled them to make progress. Two additional counsellors and a new head of 'Easy Learning' had been recruited. There had been a realignment of staff roles to improve the program for students with special educational needs. However, classroom support for these students did not always promote their independence. - There were well-developed systems and appropriate staffing levels for monitoring the well-being and personal development of all students. Individual advice from trusted adults and the careers counsellor including planning next steps for high school students were effective.				

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
- The Head of Counselling and the newly recruited Head of the 'Easy Learning Program' were well qualified; both leaders had the capacity to improve the program for students with special educational needs. However, neither leader had overall oversight of the entire program. This created some inconsistencies in the management and implementation of the program across the school. The Kindergarten and grade one admissions procedures were clear and consistently followed. Procedures across the rest of the school were generally followed but not always in a timely manner. - A wide range of identification approaches were used to identify students with special educational needs. Students were classified according to the KHDA categories. However, there were inconsistencies in the results and recording of identified students. Class teachers' skills in making appropriate referrals for identification of students with educational needs were variable. - Curriculum modification within the 'Easy Learning Program' and in full inclusion classes was insufficient in a majority of classes. Teaching targets were often unclear. Some Easy Learning teachers were skilled at modifying curriculum but lessons did not fully address the varied modification needs of students in their classes. Although there were examples of good practice in mainstream classes, most teachers were not skilled in modifying the curriculum to address specific learning needs of students with special educational needs. - Parents were appreciative of the school's commitment to serving students with special educational needs. Parents felt positively about the vision to more effectively serve a wider range of students in full inclusion classes. A few parents were concerned about the time-lines of individual learning plans and reporting due to the reorganisation of the programme. - Overall, student progress was acceptable. However, further progress was frequently inhibited by the lack of skillful differentiation, appropriate targeted curriculum modifications, and the development of precise learning targets in individual learning plans.	

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

	Overall
The effectiveness of leadership	Acceptable
- Senior leaders, including the recently appointed Principal and vice-principal, were establishing a clear direction for the school's improvement and promoted a shared vision. - With the introduction of new committees and additional middle leader positions, the school was developing a broader base that had the capacity to initiate and implement changes. - Staff morale was positive and higher expectations were becoming an integral aspect of the improvement drive. Communications and relationships were professional and benefiting from a review and clarification of responsibilities. - School leaders had an overall acceptable understanding of the school, and demonstrated sufficient capacity to secure further improvements.	

- Leaders had been successful in raising the quality of teaching, learning skills and assessment in the elementary phase; they were less successful in improving the quality of learning outcomes for students in the middle and high phases and in improving the quality health and safety across the school.

	Overall
Self-evaluation and improvement planning	Acceptable
• Self-evaluation processes were developing to include the views of stakeholders, including the teachers and parents. Improvement plans were acceptable; they lacked clarity when linking actions to improving students' outcomes in all phases. • Adequate performance management systems were in place although the evaluation of teaching effectiveness sometimes lacked rigour. Staff training needs were identified and targets were agreed for improvement. The school was providing a range of training opportunities for staff. • The school's improvement planning lacked accuracy. It was under-developed in terms of combining the outcomes of different sources of evaluative information, such as outcomes of the analysis of lesson observations and scrutiny of pupils' work. • The recommendations of the previous report had been partially addressed. There had been limited improvements to students' progress and learning had improved in the elementary phase.	

	Overall
Parents and the community	Acceptable
• The school had established a forum and a council in order to engage parents in the school's overall development and their children's learning or experiences. • Communication through the school website and more traditional methods ensured that parents were aware of what was happening in school. Teachers and other members of staff were readily available to discuss issues relating to students' learning and well-being. • Reporting on students' progress included a new tracker system via the internet portal. There were formal parents' and teachers' consultations and progress reports. • There were some links with other schools and the local community. The impact on enhancing students' educational experiences was inconsistent.	

	Overall
Governance	Acceptable
• Governance used the recently established parents' forum, parents' council, school board and advisory council as a source for stakeholder concerns and suggestions. • Governance had an overview of the school's performance. However, by relying on the various committees for information, the objectivity of the accountability process was under-developed. • Governance has been decisive in re-shaping the leadership of the school with a new Principal and vice-principal. There had been support for increasing the provision of training opportunities for staff.	

	Overall
Management, staffing, facilities and resources	Good
• The school encompassed effective and efficient management of its day-to-day routines and procedures, notably in the Kindergarten phase. • The school was developing a rigorous and improving recruitment procedure for the selection of well-qualified teachers. Most teaching staff benefited from the ongoing training program for teachers in appropriate pedagogical principles and skills. • The School's teaching premises were of a good quality and fully accessible to students with mobility challenges. Specialist areas, including laboratories, were well equipped and staffed. • The restricted availability of computer rooms limited access to classes wishing to undertake online research and further study. The libraries had a limited range of books available for specialist subjects such as the sciences in Grades 10 to 12.	

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
 Parents*	This year	200	18%
	Last year	54	5%
 Teachers	188		94%
 Students	348		89%

- A minority of parents and almost all teachers and students contributed to the survey.
- Of those who responded to the surveys, most parents agreed they were effectively involved in the life of the school, and commented that the school reports and the parent-teacher meetings are regular and helpful.
- Parents commented on the value of the recent Parents’ Forum meeting to share ideas with school leaders. A third of parents did not agree there was satisfactory provision of extra-curricular activities. Two fifths of students felt this too.
- A majority of teachers felt students gained an understanding of Islam and of the importance of Islamic values in Dubai. Just over a half of students agreed. Two thirds of students believed they had opportunities to learn about the Emiratis heritage and traditions.
- Most parents believed the students were making good progress in the key subjects. Most parents and teachers agreed that students enjoyed life at the school, a view shared by the students themselves.
- Most parents, and almost all teachers, agreed that the school was well led. Most parents and students were satisfied with the quality of education available at 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