

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

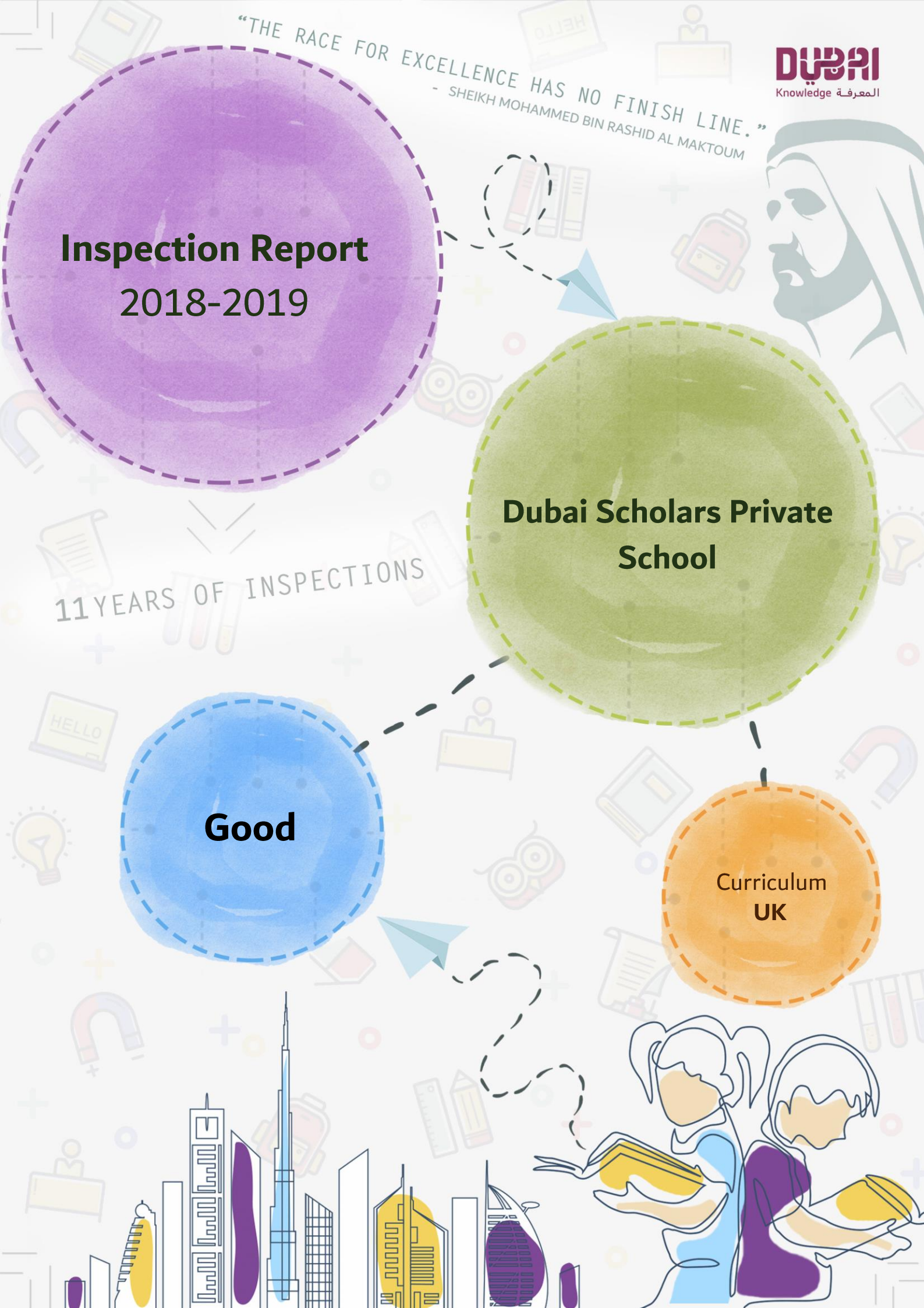
Inspection Report 2018-2019

Dubai Scholars Private School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



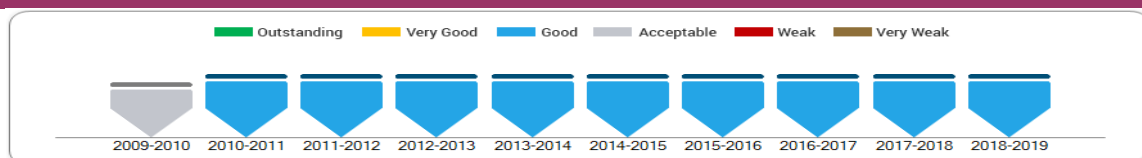
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School Information

General Information	Location	Al Qusais
	Opening year of School	1973
	Website	www.dubaischolars.com
	Telephone	009717069000
	Principal	Aparna Yashpal Verma/ Frank Scarcelli
	Principal - Date appointed	9th January 1996
	Language of Instruction	English
	Inspection Dates:	12 to 15 November 2018
Students	Gender of students	Boys and girls
	Age range	3-18 years
	Grades or year groups	FS1-Year 13
	Number of students on roll	1821
	Number of Emirati students	0
	Number of students of determination	99
	Largest nationality group of students	Indian
Teachers	Number of teachers	114
	Largest nationality group of teachers	Indian
	Number of teaching assistants	28
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	22%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	Early Years and Foundation Stage Curriculum (EYFS) English National Curriculum (ENC)
	External Tests and Examinations	IGCSE, A level
	Accreditation	BSME
	National Agenda Benchmark Tests	GL

School Journey for Dubai Scholars Private School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- The attainment of children in Foundation Stage (FS) is good across all subjects. Students make rapid progress and achieve very good outcomes in English in the primary and secondary phases, and in mathematics in the secondary phase. Science is a strength, with students achieving very good outcomes in the primary and post-16 phases, and outstanding results in the secondary phase. Students only make acceptable progress in Arabic. Learning skills are very good in the upper phases.
- Across the school, students demonstrate outstanding personal and social development. They display very positive commitment to their learning and to staying healthy. Children in the FS have a very good understanding of Emirati culture. Across all other phases, students demonstrate an excellent understanding of Islamic values, their home and world cultures. They are committed to supporting social causes affecting the wider world.

Provision for learners

- Teaching for effective learning is inconsistent across subjects and phases. Most teachers demonstrate secure subject knowledge and make learning interesting. Interactions in lessons are positive, but teachers do not consistently use questioning to promote deeper thinking. The school has improved its use of assessment data to identify students' strengths as well as their potential. This information is not yet used to plan for individual needs or to accelerate student progress.
- The curriculum, based on the Early Years Foundation Stage (EYFS) and the English National Curriculum (ENC), is well structured and supports students' progress across phases. A wide range of additional learning experiences, including enrichment and extra-curricular activities, enhances the curriculum and enables students to take further responsibility for their own learning, based on their interests. The curriculum is well adapted to meet the needs of most students.
- The school provides a safe and hygienic environment for students. Health, safety, medical and safeguarding policies are regularly reviewed and ensure that students are well protected. Students' learning needs are beginning to be well identified and supported more rigorously. Very good guidance is available for students at transition phases, particularly when they are deciding on higher education and career pathways.

Leadership and management

- The principal and her senior leadership team provide a strong vision and direction for the school. The large majority of middle leaders are beginning to have a very positive impact on maintaining or improving student attainment in most core subjects. Governors provide strong support and challenge and hold the leadership to account. Partnerships with parents are positive, mutually respectful and focused on student learning.

What the School does Best:

- Outstanding outcomes in science in the secondary phase
- Innovation, research and critical thinking skills in the secondary and post-16 phases
- Students' attitudes to learning, their outstanding understanding of Islamic values and commitment to social responsibility
- The very positive parental engagement, and support from governance
- The clear vision provided by the senior leadership team, and their commitment to create and nurture a professional learning community where every learner is celebrated.

Key Recommendations:

- Improve the quality and consistency of teaching to ensure at least very good outcomes for all students, across all subjects, especially in the FS and the primary phase by:
 - using assessment data more accurately to influence lesson planning
 - ensuring that feedback to students clearly indicates next steps for improvement
 - systematically sharing with all teachers the good practice that already exists in the school
 - ensuring that monitoring systems focus on students' progress and outcomes and result in specific measurable teacher actions.
- Improve attainment and accelerate progress in Arabic by:
 - raising expectations and the level of challenge across all phases
 - engaging students meaningfully in speaking and writing in all lessons
 - planning regular curriculum reviews to strengthen progression and continuity
 - ensuring that teachers of Arabic adopt the best practices evident elsewhere in the school.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 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	Good	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Good	Very good	Very good	Not applicable
	Progress	Very good ↑	Very good	Very good	Not applicable
 Mathematics	Attainment	Good	Good	Very good	Good
	Progress	Good	Good	Very good	Good
 Science	Attainment	Good	Very good	Outstanding	Very good
	Progress	Good	Very good	Outstanding	Very good
Learning skills		Good	Good	Very good ↑	Very good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Outstanding ↑	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Very good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments

is above expectations

- The progression judgement for PISA results gives a rating of good for mathematics, science and reading. TIMSS progression is judged good in Year 5 mathematics, very good in Year 5 science and Year 9 mathematics and outstanding in Year 9 science. The PIRLS result of 2011 was improved by 5% in the 2016 round of assessment. Progression in the National Agenda Parameter testing is graded as very good in English and mathematics and outstanding in science. Achievement in relation to potential, which is a measure of the 'value-added' by the school, is very good for each of the core subjects of English, mathematics and science.

Impact Of Leadership

meets expectations

- Leaders use N.A.P assessment data to validate internal data. These analyses are used to determine modifications to learning, teaching and the curriculum. Leaders are encouraging teachers to use these data to better meet student needs. Teachers are well aware of the rationale for using cognitive development assessments in conjunction with regular benchmark testing to ascertain, and thereby improve, student progression rates.

Impact Of Learning

meets expectations

Students are encouraged to develop flexible thinking, solve problems and deal with challenges. A remarkable example was the application of circle theory to a discussion of the scope of orbit of the UAE space satellite in Year 10. Students are now better able to carry out independent inquiry and research because of changes of emphasis in learning and teaching styles.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Challenge and support students in those subjects and year groups where achievement does not match potential, for example the current Year 10 English cohort, and decrease the gap between students' potential and their actual achievement elsewhere.
- Ensure that all teachers know, understand and use the data generated for all their groups of students to personalise learning and optimise students' progress and attainment.
- Develop students' abilities to evaluate data, evidence and arguments so that they can accurately identify trends, make predictions and generate testable hypotheses.

Reading Across the Curriculum

- The school has implemented effective practices to develop students' reading skills, which impact strongly on improving most students' attainment levels in most subjects.
- From a low starting point in FS, most students make rapid progress in literacy. By the end of the secondary phase, most are proficient and critical readers.
- Students value the school library and borrow books on a regular basis. Many, particularly girls, are avid readers who read for pleasure and information.
- The school is strongly committed to the development of reading across the curriculum, as is evident in its ambition to create life-long readers.

The school's development of reading across the curriculum is meeting expectations.

For Development:

- Expand the range of age-appropriate reading materials, and encourage boys to read regularly.

UAE Social Studies

- The school is making sufficient adaptations to the UAE social studies curriculum to meet the needs of most groups of learners, supported by the use of appropriate resources.
- Learners work independently and collaborate well in groups to discuss issues, to share ideas and to make strong connections in their learning. In many lessons, they make innovative use of learning technology to deepen their understanding.
- In lessons and in recent work, the majority of students across school attain levels that are above curriculum standards for UAE social studies.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students have many opportunities to identify everyday problems and to create new and innovative solutions, such as paper making in the FS and the creation of outdoor coolers in the primary phase.
- The creation of bio-degradable shopping bags, and the development of a post-16 collaborative workspace, are examples of students' strong social responsibility and innovative solutions.
- Teachers plan regular opportunities for students to create solutions for everyday problems. Opportunities for the use of learning technologies for students to research and share their ideas are inconsistent across phases.
- The extensive range of student-led projects is focused on innovation, with impressive outcomes. Included are the DS Young Bankers who apply their financial understanding to real-life problems.
- Leaders support and promote innovation across the school by listening to students' ideas and by allowing them to take risks.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In lessons and in their recent work, the majority of students demonstrate knowledge and understanding that are above curriculum expectations. Students in the post-16 phase demonstrate the most secure understanding, particularly in the analysis of verses from the Holy Qur'an.
- Students have a better understanding of Seerah and Islamic values than they do of the Holy Quran and Hadith. Most understand the meaning of the verses of the Holy Qur'an but many, particularly in the lower phases, have difficulty in applying those verses as evidence of rulings or as guidance.
- Students' recitation skills have improved through a greater focus on speaking skills. Increased opportunities for the application of key Islamic concepts and values and for discussion between learners enhance their understanding.

For Development:

- Ensure that the Holy Qur'an and Hadith are closely linked to all areas of learning of the subject in all phases, and encourage students to refer to the Arabic texts of both the Holy Qur'an and Hadith for greater accuracy.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students' attainment is good in the primary phase and acceptable in the secondary phase. Students acquire good reading and speaking skills in the primary phase. Writing skills are less well developed across the school.
- The development of students' speaking skills is progressing through a focus on using familiar vocabulary from classroom displays. Students are less secure when using unfamiliar scenarios. Writing skills develop at a slower pace due to the lack of regular opportunities to write for meaning and purpose.
- The school's recent Arabic curriculum review has begun to address the issue of age-appropriate development of knowledge, skills and understanding. This has yet to have impact on students' attainment and progress.

For Development:

- Enhance students' independent speaking and writing skills through more consistent teaching and more effective assessment processes.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Not applicable
Progress	Very good ↑	Very good	Very good	Not applicable

- In the primary and secondary phases, a large majority of students attain levels that are well above curriculum standards. This is reflected in their work and their outcomes in internal and external examinations. In the FS, the majority of children make better than expected progress from their low starting points.
- Across all phases, most students make significant gains in the development and application of their knowledge, skills and understanding. The sustained focus on reading impacts positively on the development of most students' textual analysis, comprehension and critical thinking skills. Students' extended writing skills are less well developed.
- In the secondary phase, the use of learning technologies for independent research, and the schools initiative to target collaboration and critical thinking skills, are leading to higher attainment and progress.

For Development:

- Provide more regular opportunities for students to develop their extended and creative writing skills.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Very good	Good
Progress	Good	Good	Very good	Good

- Students across all phases continue to attain above curriculum standards and achieve high results in external benchmark tests.
- Students in the secondary phase have been exposed to a modification in their learning programmes and are rapidly developing skills of investigation, analysis and hypothesis. Post-16 students are able to work strategically, using broad, well-developed thinking and reasoning skills.
- Students in the primary phase are hampered by the inconsistent acquisition of skills of analysis, evaluation, and problem solving. They have insufficient teacher feedback regarding their next steps on learning, which restricts them reaching their potential.

For Development:

- Provide targeted intervention plans to assist those students identified as not meeting their potential.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Outstanding	Very good
Progress	Good	Very good	Outstanding	Very good

- Most students in the secondary phase achieve highly in external and internal assessments. Attainment in FS, primary and post-16 phases is more variable.
- Students' skills of observation, measurement, hypothesising and investigation are well developed, particularly in the secondary phase. The development of a technical vocabulary associated with key scientific concepts is less strong.
- The emphasis on practical and active science lessons is successfully improving students' critical thinking skills. This is also helping to secure solid student scientific achievement, particularly in the secondary phase.

For Development

- Ensure that all students regularly master a wide technical vocabulary.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good ↑	Very good ↑

- Students in the secondary and post-16 phases take responsibility for their own learning as productive, active and reflective participants in most lessons. In the FS and lower primary phase, there are fewer opportunities to collaborate purposefully or to develop independence.
- Where learning is best, especially in the upper phases, students are able to develop collaborative, problem-solving skills during open-ended activities that generate more robust critical thinking. Learning skills are less developed when students' understanding remains unchecked, and the pace of lessons is slow.
- In the two upper phases, the use of technology is more regularly available to support students' independent investigations and research. Consequently, critical thinking skills are better developed in these phases.

For Development

- Plan regular open-ended activities for all students in the FS and the primary phase to provide opportunities for independent research, and to support the development of critical thinking skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Most students across the school have outstanding attitudes towards their education and their school. They exhibit exemplary behaviour. Students are sensitive to the needs of their peers and show genuine concern towards one another, leading to strong and positive relationships.
- The student council, which includes members from all phases, leads and celebrates a wide range of student-made social contributions. These activities range from support for refugees across the world, to links with local organisations and social causes.
- Most students demonstrate a very good understanding of the need to lead safe and healthy lives, and act accordingly. They eagerly participate in sports activities and make healthy eating choices. They adopt healthy lifestyles and encourage their families to do the same.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding

- Most students in the primary, secondary and post-16 phases demonstrate an excellent awareness of Islamic values and understand their relevance to UAE modern society. Most are able to explain how these values are reflected in all aspects of life in the UAE.
- Students are proud of their own cultures, and have a strong appreciation and understanding of UAE culture. In the FS, children can describe local customs. Students in the upper phases are able to discuss the food, culture, music and architecture of the region.
- Students' understanding of world cultures is noteworthy. Most are able to compare and contrast cultures and political systems across the world with their own, identifying the historical and social elements that have led to achievements across different parts of the world.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Outstanding ↑	Outstanding	Outstanding

- Most students demonstrate advanced levels of social responsibility. They are highly engaged in their school and in the wider community. They are pro-active in reaching out to support young people in need. In the FS, for example, children participate in the 'share a bear' collection for refugees.
- Students understand key environmental issues and demonstrate an advanced understanding of conservation and sustainability. Most can explain the meaning and impact of climate change, and use this knowledge to create sustainable solutions for their lives in school and at home.
- Students benefit from many opportunities to develop their enterprise and entrepreneurship skills both inside and beyond the classroom. Many take the initiative to lead and develop their own projects based on community issues, such as the very successful breast cancer awareness campaign.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- In FS and the primary phase, teachers' planning is generic and does not take sufficient account of students' prior knowledge. Across the school, differentiated tasks to match needs are planned, but not always delivered. In the better lessons, especially in the upper phases, pace and highly engaging activities lead to the development of strong learning skills.
- The use of questioning and student dialogue varies across the school. Teacher questioning in the upper phases is effective. It challenges and encourages students to justify their reasoning. In the lower phases, questioning is less effective in checking for or probing for deeper understanding.
- Teachers increasingly facilitate learning through well-planned and targeted open-ended activities. Students are encouraged to take more responsibility for their own learning, especially when using technology.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- Continued improvement in internal assessment processes across the school ensures that more valid information is available to teachers. School leaders ensure that data are increasingly reliable and that there is congruence of internal and external data.
- The review of school data has led to the adaptation of the curriculum. However, personalisation of learning, effective use of agreed standard descriptors, and feedback to students are not sufficiently consistent across subjects, particularly in the primary phase. Older students are more regularly involved in their own assessment processes.
- CAT4 tests identify students with barriers to learning and those with exceptional capacity. School leaders are evaluating best practice in data usage to determine rates of progress, and to ensure that all students' performance meets or exceeds their potential.

For Development:

- Improve teachers' questioning skills across all phases to support the development of deeper thinking.
- Ensure that lesson planning makes better use of the available assessment information and identifies targeted learning objectives that meet the needs of all students.
- Ensure consistency in the use of agreed descriptors of performance, and improve the quality of assessment dialogue between students and their teachers.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good ↑

- The school curriculum is fully aligned to the Early Years Foundation Stage and English National Curriculum standards, and is suitably adapted to ensure full compliance with UAE national priorities. It has a clear rationale, is appropriately balanced, provides continuity and facilitates students' progress and transition between phases.
- The extensive range of curricular and extra-curricular activities nurtures students' talents, interests and aspirations. The curriculum in Arabic has been reviewed, but currently there is little impact on improved students' attainment and progress.
- Assessment data is increasingly used to review and reflect on provision and to ensure that the curriculum effectively meets the needs of almost all students. Cross-curricular and thematic links are improving, enabling a large majority of students to transfer their learning across subjects and to the real world.
- Moral education is taught as a discrete timetabled subject from Year 2 upwards, and is embedded in FS and Year 1 through other subjects.

For Development:

- Improve curriculum provision in Arabic as an additional language to enhance students' language knowledge and skills.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Very good ↑

- The school is very successful in adapting the curriculum to meet the needs of almost all groups of students. In the two upper phases, it provides numerous opportunities for students to extend their interests and to meet their aspirations, impacting positively on their learning outcomes.
- The curriculum is adapted for students of determination who benefit from well targeted support for learning during many lessons. Opportunities for students with gifts and talents are less well developed.
- The school has an extensive enrichment activities programme which provides a wide range of extra-curricular opportunities for all students to learn beyond the classroom. This adds further breadth and depth to learning in innovative ways.
- Arabic is not formally taught in the FS, but children are encouraged to learn how to greet one another and count in Arabic.

For Development:

- Make further adaptations to the curriculum in order to create more targeted learning opportunities for students with gifts and talents.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Policies and procedures for the protection and safeguarding of children are well understood and very effectively implemented. Students are well protected from all forms of bullying. Buildings are hygienic and well maintained. The school responds promptly to any issues identified through its regular safety checks.
- Medical care, regular health checks and the promotion of healthy lifestyles, are particularly strong features that permeate the life of the school. The encouragement of students to be active and to make wise eating choices is very effective.
- The learning environment supports students' education very well. Special requirements for physical access are well considered, despite building limitations. Many classrooms are small but used effectively to support learning.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- Staff-student relationships are very positive, resulting in a very inclusive ethos. Interactions between adults and students are mutually respectful and reflective of their mutual trust and confidence. There is a consistent approach to behaviour management which extends to times when older students take responsibility for their younger colleagues.
- The school is making significant improvements in the development of its systems and procedures to identify and assess students of determination. In lessons, the support and challenge provided for them, and for others who need additional support, is variable.
- In the upper phases, there is high quality support and guidance for students preparing for further and higher education, or career opportunities both locally and overseas. Students have opportunities to visit workplaces and university fairs.

For Development:

- Ensure that the identification and assessment procedures for students of determination and those who require additional support in lessons are robust and consistently applied.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The school's admission policy practices reflect its intention to welcome students of determination. The inclusion educational support team provides good direction and leadership.
- Observations and informal diagnostic assessments, and in some cases formal assessments, lead to the development of individualised educational plans. These plans usually include the modification of the curriculum and focused teaching approaches.
- Parents are made welcome in the school and included in the planning and monitoring of their children's education. They report that the school is very responsive to their children's needs and provides regular updates on their learning progress.
- Most students are provided with high quality programmes to support their needs. In a few cases, the lack of expert knowledge results in tasks that are not closely aligned to the students' needs and, consequently, insufficient progress is made.
- The inclusive education support team closely monitors the progress of students of determination. Internal assessments indicate that such students make good progress in core subjects, and in the development of their personal and social skills.

For Development:

- Provide classroom teachers with specialist support to ensure that the educational needs of students of determination are met.

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

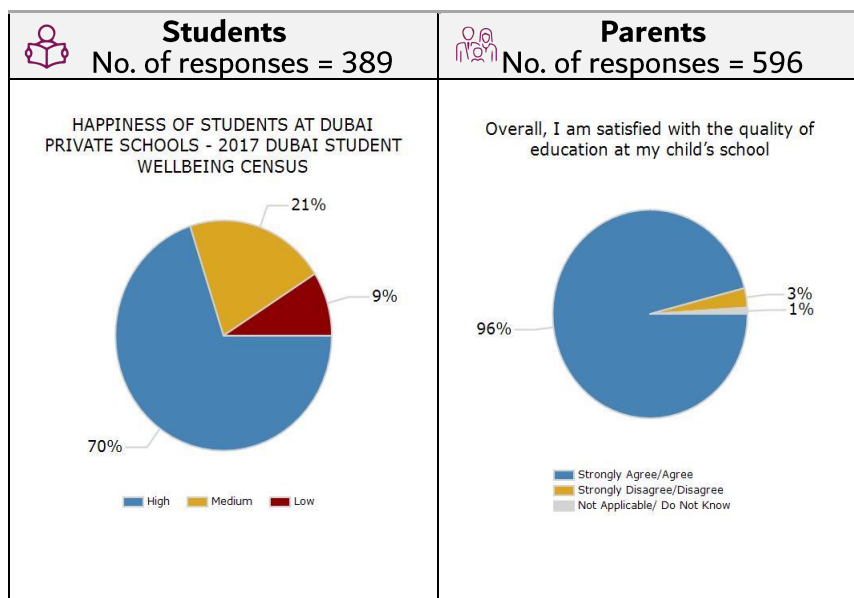
- The senior leadership team provides a clear educational direction for the school. The large majority of senior and middle leaders demonstrate a robust knowledge of best practices in teaching, learning and assessment, and focus on improving students' learning outcomes. Leaders work assiduously to develop improvement initiatives, which are underpinned by current research practices. A strong focus on systematically addressing national priorities is beginning to raise attainment. Relationships are positive and professional.
- The school's self-evaluation processes are comprehensive. Almost all stakeholders contribute to the identification of strengths and areas for development. However, the use of data to identify underachieving groups and individuals is not yet systematic across all subjects and phases. The regular monitoring of teaching does not always focus sufficiently on student outcomes. School improvement plans are ambitious and incorporate national priorities. They also focus on inspection recommendations, but the school does not adequately monitor the impact of the additional curriculum initiatives that are in place.
- The school's partnerships with parents are very good. Parents are confident that any concerns about the school are responded to efficiently and effectively. Communication and reporting procedures are well established. Parents indicate that they appreciate the regular detailed reports about their children's progress. The school has developed strong partnerships with international organisations in Syria, Taiwan and China.
- The governing body, made up of a range of stakeholders, meets regularly to provide support, to challenge, and to inform the school's development priorities. There is a range of formal and informal mechanisms in place to monitor improvements and to hold the school's leadership to account. Governors are knowledgeable about the school's current priorities, including those on the national agenda.
- Important aspects of the day-to-day life of the school are effectively and efficiently organised. Suitably qualified staff benefit from regular training. The use of reflective journals and peer support provides additional professional development. This is less effective for teachers of Arabic. Premises are mainly of good quality. While resources are improving, there are insufficient technology resources to ensure that all students have ready access to these to support their independent learning and research.

For Development:

- Ensure that the monitoring of teaching and learning ensures consistent effective delivery across all subjects and phases, and focuses on students' progress and learning outcomes in lessons.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	A large majority of students report being happy, and most say that they feel safe at school. Most regard themselves to be good learners. They are positive about their relationships with their teachers. They believe that teachers listen to them, support them and provide extra help when they need it. The inspection findings support these views.
 Parents	Most parents who responded to the survey are very positive about the school. Almost all report that the school's leaders take their concerns and views seriously, and act upon them promptly. Almost all parents state that teachers have helped their children to learn effectively, and provide good information about their children's progress. Only a few parents believe that bullying is an issue in the school.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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